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ABSTRACT

This revised edition of the National Youth Sports Program (NYSP) guide is intended to augment the sports expertise of the NYSP administrators by providing them with the additional information they have indicated would be of assistance in planning and operating their programs. Information is given on participants in the programs and resources available to program administrators. Program activities are listed as well as enrichment program topics. State and federal agencies available for aiding the programs are listed alphabetically by state. Guidelines for staffing programs are offered. (JD)

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Planning and Operations Guide for the National Youth Sports Program

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National Collegiate Athletic Association
Community Services Administration
and the
Nation's Colleges and Universities

SP014293

Foreword

The National Youth Sports Program has provided economically disadvantaged youth an opportunity which virtually every parent desires to give his child in the formative years of the child's life: an opportunity to participate with children of like ages in group sports competition. The NYSP is a cooperative program of the Community Services Administration, the National Collegiate Athletic Association and the nation's colleges and universities.

Participation in competitive sports serves as more than a release of youthful energies. It results in a direct emotional experience which is constructive and lasting. Those skilled in teaching and coaching the young know that sports competition builds good habits, directs the competitive urge toward constructive ends, stimulates the imagination to new goals and satisfies the human desire to belong and to participate.

Coupled with this meaningful sports participation, the NYSP has provided a daily enrichment program, health examinations and care/follow-up and nutrition and hygiene instruction.

For the past decade the NYSP has extended these several benefits (usually reserved for the highly motivated or especially skilled) to a broad range of economically disadvantaged young people with remarkably successful results. The continual support of the NYSP will have great impact upon the attitude and ambition of our youth as they make their way into the mainstream of society.

This Planning and Operations Guide draws heavily on the NYSP's experiences in the areas of coordination, operations, enrichment and continuing contact. It represents an effort to make the NYSP even more effective through the sharing of general and individual experiences and information on resources that many programs are able to utilize.

Walter Byers

WALTER BYERS, Executive Director
National Collegiate Athletic Association

THE WHITE HOUSE

WASHINGTON

July 7, 1978

The National Youth Sports Program (NYSP) fills an important need in the lives of many boys and girls by providing the skills instruction, the sports participation opportunities and health and career counseling that they would otherwise not have.

The NYSP has succeeded because of the generous support it has received from the college community. Individual institutions provide their athletic facilities at no cost to the program, and the National Collegiate Athletic Association bears a major share of the program's administrative expense. I wholeheartedly applaud their assistance to this worthwhile cause.

In addition to helping meet the recreational and educational needs of children, the NYSP is a model of cooperation among diverse institutions and agencies. I urge other communities and organizations to follow the example it sets.

Jimmy Carter

Introduction

Like the first editions of the NYSP guide, this revised edition is intended to augment the sports expertise of the NYSP administrators by providing them with the additional information they have indicated would be of assistance in planning and operating their programs. A considerable amount of thinking and rethinking and examination of changes that have taken place, together with the constructive comments of fellow colleagues have influenced the revised content and organization of this present guide.

Aside from the updated materials, the unique feature of this manual is that it includes the guidelines with information related to them placed in close proximity. Basically, the information included still relates to the original topics of "Coordination and Outside Resources," "Operations," "Enrichment Programs" and "Continuing Activities." However, except for the topics on "Transportation" and "Handicapped Participants," the ones presented in this booklet duplicate those in the guidelines and they follow the same order. It is believed that this arrangement will result in an easier reference and a more positive application.

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Participating Institutions

Guideline. (1) Eligibility: Selected institutions of higher education which have the necessary facilities and are accessible to serve disadvantaged areas (even though the institutions may not be located in such areas) are eligible to participate.
(2) Facilities: Institutions must provide facilities (pools, gymnasiums, playing fields, tracks, office space, etc.) and nonexpendable equipment (mats, gymnastics apparatus, hurdles, etc.) at no cost to the program. Institutions may utilize facilities in addition to their own, provided such use is arranged at no cost to the program.

Many of the nation's finest institutions of higher learning are located in or are easily accessible to numerous economically disadvantaged communities which exist across our land. These colleges and universities house some of the best athletic facilities available in the world. Further, they are staffed by a group of skilled individuals who are able to advance the goals set for the National Youth Sports Program. At the same time, there are some very fine sponsoring institutions, but they may not be able to supply absolutely all of the facilities needed to operate a successful program.

COOPERATING AGENCIES

The availability of adequate facilities and nonexpendable equipment is a requirement for those institutions which operate programs. However, lack of total availability of facilities at a particular program site is not unusual. Where there is a need for facilities which are not available on the college campus, it is the responsibility of the institution to seek assistance from other agencies.

Checklist: Other Resources

Soliciting and acquiring other resources with a view toward making existing facilities and services most effective and extending them where needed exists in many projects operating in the NYSP. A checklist of other resources available to institutions needing assistance are:

- Public schools
- Parochial schools
- Other colleges and universities
- Churches and church-affiliated groups
- Military reserve and National Guard
- City recreation departments
- Voluntary agencies
- Private agencies
- State agencies
- Other Federal agencies

Participating Youth

Guideline. (1) Status: At least 90 per cent of the participants in each project shall meet the criteria set forth in the Community Services Administration Poverty Guidelines. Participating institutions shall contact their local Community Action Agency (where such an agency exists) and shall actively seek the assistance of that agency in recruiting project participants. The 90 per cent requirement of these guidelines is met if 90 per cent of project participants are recruited or referred by the local Community Action Agency, or (where such an agency does not exist or elects not to participate) by a similar agency whose primary focus is on the poor. An acceptable alternative is for 90 per cent of the participants to be selected on the basis of residency within a target area designated by the local Community Action Agency for this purpose. (2) Age: 10 to 18 years old, inclusive as of June 1. (3) Sex: All projects must include both boys and girls.

After 10 years of experience as a national program, the NYSP is already a well-known institution in most of the communities it has served. Recruitment in terms of numbers is rarely a problem; much more common is the inability to serve all those who apply for participation. Some schools invite former participants to return and bring a friend. Some invite neighborhood centers or housing projects to send a certain number of participants, while others use a combination of mass media announcements to the public and notices to schools and other institutions, informing them of enrollment on a first-come, first-served basis.

PROBLEM AREAS: OLDER PARTICIPANTS AND WHITE MINORITIES

While recruiting a sufficient number of participants is rarely a problem, the recruiting and holding of older

youth and white participants is a near-universal problem.

General NYSP experience indicates that older youth tend to be more irregular in attendance, constitute a more severe disciplinary problem and are more apt to drop out of the program (usually as soon as they can find a job) than are their younger brothers and sisters. But there are a few exceptions. In those cases reported, high school coaches who are working in the program bring these older participants with them. So recruited, these participants tend to cause fewer of the problems commonly associated with older youth than even the younger participants.

Even more acute than the drop out of older youth is the problem of retaining white participants. Those few that are recruited tend to stay only a day or two in most cases. Examples follow of three approaches to this problem that currently are being tried out by NYSP projects:

One school plans to concentrate its white recruits so that the groups in which they participate will be approximately half-white, half-black.

Another school recruits a small number of participants from families of white university staff. While more than 90 per cent of the participants are still from lower-income families, and are primarily black, the addition of affluent white youth has proven to be an enlightening experience for all concerned.

Still another school hires a white staff member who resides in an area of low-income whites. He has the responsibility of accompanying this special group to and from the program as well as dealing with problems of his charges, both at the project site as well as in the participants' own community. After arriving on the campus, this group loses its identity inasmuch as they are assigned to the various competitive groups within the total program. Further, the white staff member assumes his special assignment as a staff professional.

PHYSICAL EXAMINATIONS FOR LATE ENROLLEES

It has been repeatedly emphasized that new enrollees should not be allowed to participate without a physical. While there is no single solution to the problem of administering late physicals, as each project uses different methods and resources for its physical exams, you may be able to incorporate the procedure employed by an NYSP institution. At the same time physicals are administered to NYSP applicants accepted for the program, a number of applicants on the waiting list also are examined. Thus replacement participants can immediately join the program should spaces open up. (*See* Medical Services, for further discussion of physical examinations.)

AWARDS AND OTHER MEMENTOS

The culturally and economically disadvantaged are especially conscious of their individuality. Staff recognition and praise for the most minor accomplishment are of utmost importance to the continued success of these participants. Awards serve to stimulate interest, serve as an incentive for participation and recognize achievement. Awards are symbolic of achievement and, because they are traditional in our culture, should be given. It is recommended that when awards are given they should be simple and of very little monetary value. Examples of such awards are as follows:

- Medals
- Trophies
- Ribbons
- T-Shirts
- Pins
- Certificates
- Plaques
- Cups
- Letters

Some outside sources for the purchase of awards are:

- Alumni groups
- Local banks
- Soft drink firms
- Other businesses
- Fraternities
- Sororities
- Social clubs
- Mayor's Council on Youth Opportunities

ID CARDS

The NCAA National Office provides each NYSP site with ID cards for each participant as well as participation certificates and program brochures. The ID cards, aside from being a means of identification during summer program hours, may be used during the winter months for admission to sporting events, or for entrance to campus facilities during certain designated hours.

Community Participation

Guideline. The Project Administrator shall actively seek the recommendations and participation of the poverty community. For this purpose the Project Administrator shall establish an advisory committee including representatives of the target area population, the project enrollees and the local Community Action Agency (if such an agency exists), plus representatives of the college and the private sector. The advisory committee shall be involved in recruiting, in planning program content and in identifying community resources available to the program.

The Project Administrator shall familiarize the mayor, the Community Action Agency and other public and private organizations whose major focus is on programs

for the disadvantaged with his project plans and shall exert every effort to coordinate such plans with other local programs in a way which will maximize the effectiveness of the project.

After preliminary approval by the national NYSP Advisory Committee of an application for participation, but prior to final approval and allocation of funds, the institution shall notify the mayor of the community being served that the project will be conducted. A copy of such notification shall be provided to the NCAA prior to final action on the application.

Community participation enhances coordination and results in more effective use of outside resources.

The benefits of coordination and the use of outside resources can understandably be forgotten in the rush to get program moving. Coordinating activity with community participation takes time, and your efforts will not always have seemingly worthwhile results; or you may come up empty-handed. Furthermore, there is always the danger, well-established in private as well as public sectors, of coordinating activity becoming an end in itself: e.g., meetings for meetings' sake, people watching people watch people with very little coming out in concrete terms that can actually help the programs concerned. Furthermore, efforts to merge too many apparently related programs into a single program can end in confusion because of conflicting rules and policies.

But despite pitfalls, the benefits of coordination can make it all worthwhile. Coordination with community participation may help you to:

Avoid duplicating other programs or aspects of other programs which already are able to fill the need. Such a situation can result in pointless competition and/or needless waste.

Get the most mileage from your own resources by using other resources for tasks you are now performing directly. This will free your own resources for expanding your program in scope or size.

Provide a more balanced, complete program through the inclusion of elements that you may otherwise overlook. Some activities which may fall outside of your program's direct scope or may be beyond your own resources may provide a valuable supplemental service to your participants.

ADVISORY COMMITTEE

Today, virtually all programs in which Federally appropriated funds are used require citizen access to the decision making process. Citizens are defined as those persons whose membership in a population served or affected by a specific Federal program entitles them to assist variously in designing, operating, and evaluating the program. The nature of such participation is varied and is established by statute or administrative regulation. The effectiveness of citizen participation is enhanced when both the citizen and the sponsoring organization are cognizant of the benefits that can be derived by such association. Enabling the citizen to voice his concerns, preferences and needs allows the sponsor to learn his constituents' feelings while at the same time allowing the constituents to see that the sponsor who serves them is indeed concerned enough to make choices which will best serve the community.

An advisory committee may influence policy decisions but does not make them. It may review resumes and recommend applicants for a staff job but does not control the final selection. An advisory committee can express priorities but does not determine the final ordering of tasks. It behooves decision makers to give careful consideration and thoughtful attention to the advice of such a group. The weight of their advice is often a reflection of the care and thoroughness of their work.

PUBLIC SECTOR RESOURCES—THE MUST CONTACTS

Since it is to your advantage to have others perform tasks of coordination for you, your "must" contacts are those agencies that are already responsible for coordinating and providing a variety of services in your city and community.

Contact with the city government should not—and usually does not—begin and end with the mayor's knowledge of a NYSP project. The city government is the major local provider and coordinator of services; yet it is not always easy to determine where responsibility for specific program areas, and particularly for meaningful coordination, lies. Some major check points:

The Mayor's Youth Coordinator

Most cities will have an identified youth coordinator or a person who is charged with coordinating youth programs. He may or may not have direct control over any appreciable amount of city resources available for youth programs, and most certainly will not control them all. In many cases, he will be affiliated with a particular city department.

Community Action Agency

The youth coordinator of your local CAA may be able to assist in a variety of ways, both through his knowledge of programs available to the lower income youth population and possibly in the form of facilities or services under direct control of his agency. (*See* Table I for a list of CAAs in NYSP communities.)

The City Recreation Department

Although sometimes looked upon as a competitor, the

recreation department may be able to provide valuable information and assistance. Recreation departments have been in the business of youth programming for a long time and may possess the best local knowledge of resources available for the general youth population. At the same time, city parks and other recreational facilities are generally under their jurisdiction. While these facilities are in greatest general use during the summer months, you may still be able to arrange for the use of facilities your project lacks.

Human Resources or Social Services Department

The major controller of youth resources may be a conglomerate department consisting of some or all of the city's providers of social services.

Health and Welfare Department

These may exist as separate entities and each may have divisions which coordinate services for children and youth.

Board of Education

The resources of the public school system tend to be vastly underused, particularly during the summer months.

Neighborhood Centers and Housing Projects

The use of these entities for recruitment and as pickup points has some very valuable side benefits. They can serve as focal points for medical referral and followup and year-round contact with enrollees, and as sources for low-cost or volunteer bus monitors.

OTHER PUBLIC SECTOR RESOURCES

Resources available in the public sector are generally best coordinated and arranged by the city and community action agencies already described, since Federal and state program usually coordinate or provide their services through these local agencies. In cases where you are expected to initiate direct contact with state and Federal agencies, your local agencies can provide valuable technical assistance in establishing these contacts and making applications for assistance.

TABLE I—COMMUNITY SERVICES ADMINISTRATION
Community Action Agencies in NYSP Communities

REGION I

COMMUNITY RENEWAL TEAM OF GREATER HARTFORD
3580 Main Street
Hartford, Connecticut 06102

SPRINGFIELD ACTION COMMISSION, INC.
721 State Street
Springfield, Massachusetts 01109

ACTION FOR BOSTON COMMUNITY DEVELOPMENT, INC.
150 Tremont Street
Boston, Massachusetts 02111

CHAMPLAIN VALLEY OFFICE OF ECONOMIC OPPORTUNITY, INC.
77 Hedgeman Avenue
Ft. Ethan Allen
Winskooki, Vermont 05404

REGION II

COMMUNITY DEVELOPMENT AGENCY
349 Broadway
New York, New York 10013

ACTION FOR A BETTER COMMUNITY
244 Plymouth Avenue S
Rochester, New York 14608

COMMUNITY ACTION ORGANIZATION OF ERIE COUNTY, INC.
402-408 Broadway
Buffalo, New York 14204

JT COUNCIL, EO, PLATTSBURGH-CLINTON COS.
Post Office Box 758—
4 Motclam Avenue
Plattsburgh, New York 12901

TIOGA OPPORTUNITIES PROGRAM, INC.
231 Main Street
Oswego, New York 13827

JERSEY CITY DEPARTMENT OF HUMAN RESOURCES
Clinic Building 30
30 Baldwin Avenue
Jersey City, New Jersey 07034

REGION III

UNITED PLANNING ORGANIZATION
1021 14th Street, N. W.
Washington, D. C. 20005

URBAN SERVICES AGENCY
11 E. Mount Royal Avenue
Baltimore, Maryland 21202

COMMUNITY ACTION PITTSBURGH, INC.
107 6th Street
Fulton Building—9th Floor
Pittsburgh, Pennsylvania 15222

PHILADELPHIA ANTI-POVERTY ACTION COMMISSION
1316 Arch Street
Philadelphia, Pennsylvania 19107

COMMUNITY ACTION BOARD OF CHESTER COUNTY
300 S. High School
West Chester, Pennsylvania 19380

SCRANTON-LACKAWANNA HUMAN DEVELOPMENT AGENCY, INC.
200 Adams Avenue
Scranton, Pennsylvania 18503

SOUTHEASTERN TIDEWATER OPPORTUNITY PROJECT, INC.
415 St. Paul Boulevard
Post Office Box 1078
Norfolk, Virginia 23510

SOUTHWESTERN COMMUNITY ACTION COUNCIL, INC.
1139 Fourth Avenue
Huntington, West Virginia 25701

RICHMOND COMMUNITY ACTION PROGRAM, INC.
1010 East Marshall Street
Richmond, Virginia 23219

REGION IV

MOBILE AREA COMMUNITY ACTION COUNCIL, INC.
850 Marion Street
Mobile, Alabama 36603

MACON COUNTY COMMUNITY ACTION COUNCIL, INC.
100 Eastside
Tuskegee, Alabama 36083

MONTGOMERY COMMUNITY ACTION AGENCY
419 Madison Avenue
Montgomery, Alabama 36104

CAA—HILLSBOROUGH COUNTY BOARD OF COUNTY COMMISSION
2103 North Rome Avenue
Tampa, Florida 33602

LEON COUNTY TALLAHASSEE CAP, INC.
Post Office Drawer 1775
540 W. Brevard
Tallahassee, Florida 32302

DADE COUNTY COMMUNITY ACTION AGENCY
395 Northwest First
Miami, Florida 33128

COMMUNITY ACTION AGENCY OF VOLUSIA COUNTY
512 South Keech Street
Post Office Box 2116
Daytona Beach, Florida 32015

ECONOMIC OPPORTUNITY ATLANTA, INC.
75 Marietta Street, N. W.
Atlanta, Georgia 30303

LOUISVILLE & JEFFERSON COUNTY GA COMMISSION
1347 South 3rd Street
Louisville, Kentucky 40208

GA LEXINGTON-FAYETTE COUNTY, INC.
866 A Georgetown Road
Post Office Box 1251
Lexington, Kentucky 40505

HINDS CO HUMAN RESOURCES AGENCY
1174 Aberdeen Street
Jackson, Mississippi 39209

TALLADEGA-CLAY-RANDOLPH AREA CAC, INC.
P. O. Box 278
Talladega, Alabama 35160

JEFFERSON COUNTY COMMITTEE FOR EQUAL OPPORTUNITY
1823 Avenue "E" Ensley
Birmingham, Alabama 35218

CUMBERLAND COMMUNITY ACTION PROGRAM, INC.
503 Hillsboro Street
Post Office Box 272
Fayetteville, North Carolina 28301

OPERATION BREAKTHROUGH, INC.
811 West Main Street
Durham, North Carolina 27701

EXPERIMENT IN SELF-RELIANCE, INC.
601 North Main Street
Winston-Salem, North Carolina 27101

CHARLOTTE AREA FUND, INC.
213-15 East Morehead Street
Charlotte, North Carolina 28202

MIDLANDS HUMAN RESOURCE COMMISSION
650 Know Abbott Drive
Cayce, South Carolina 29033

CAA OF MEMPHIS & SHELBY COUNTY
97 North Third
Memphis, Tennessee 38103

METROPOLITAN ACTION COMMISSION
1116 8th Avenue South
Nashville, Tennessee 37202

KNOXVILLE-KNOX COUNTY GA COMMITTEE
2661 Magnolia Avnue S. E.
Knoxville, Tennessee 37914

REGION V

CITY OF CHICAGO DEPARTMENT OF HUMAN SERVICES
640 North LaSalle Street
Chicago, Illinois 60610

COMMUNITY ACTION AGAINST POVERTY
611 N. Park Avenue—Suite 516
Indianapolis, Indiana 46204

NEIGHBORHOOD SERVICES DEPARTMENT
5031 Grandy Avenue
Detroit, Michigan 48211

COLUMBUS METROPOLITAN AREA CA ORG
315 E. Long Street
Columbus, Ohio 43215

ECONOMIC OPPORTUNITY PLANNING ASSN.
1810 Madison Avenue
Toledo, Ohio 43624

CA COMMISSION OF THE CINCINNATI AREA
820 Linn Street
Cincinnati, Ohio 45203

SUMMIT COUNTY-GREATER AKRON CA COUNCIL
230 W. Center
Akron, Ohio 44302

REGION VI

PINE BLUFF-JEFFERSON COUNTY EO COMMISSION
111 West 12th Avenue
Post Office Box 7228
Pine Bluff, Arkansas 71601

COMMUNITY ADVANCEMENT, INC.
Post Office Box 66043
2147 Government Street
Baton Rouge, Louisiana 70806

TOTAL COMMUNITY ACTION, INC.
1770 Tchoupitoulas
Post Office Box 30428
New Orleans, Louisiana 70130

ALBUQUERQUE-BERNALILLO CO EO BOARD
2010 Bridge South West
Albuquerque, New Mexico 87105

TULSA HUMAN SERVICE AGENCY
1719 N. Peoria
Tulsa, Oklahoma 74106

COOKSON HILLS CA FOUNDATION, INC.
210 Water St.
Tahlequah, Oklahoma 74464

PAYNE-NOBLE COMMUNITY ACTION FOUNDATION, INC.
619 W. 12th
Post Office Box 263
Stillwater, Oklahoma 74074

EO DEVELOPMENT CORPORATION OF SAN ANTONIO & BEXAR COUNTY
415 South Main Street
Post Office 9326
San Antonio, Texas 78204

EL PASO COMMUNITY ACTION PROJECT BRAVO, INC.
716 N. Piedras Street
El Paso, Texas 79903

DALLAS COUNTY COMMUNITY ACTION COMMUNITY INC.
2208 Main Street
Dallas, Texas 75201

GULF COAST COMMUNITY SERVICES ASSOC.
6300 Bowling Green
Houston, Texas 77021

GREATER FORT WORTH & TARRANT COUNTY CAA
1201 West Lancaster Avenue
Fort Worth, Texas 76102

REGION VII

HUMAN RESOURCES CORPORATION
3205 Woodland Avenue
Kansas City, Missouri 64109

HUMAN DEVELOPMENT CORPORATION OF METRO ST. LOUIS
1321 Clark Street
St. Louis, Missouri 63103

GREATER OMAHA COMMUNITY ACTION, INC.
1805 Harney Street
Omaha, Nebraska 68102

REGION VIII

DENVER OPPORTUNITY, INC.
431 Grant Street
Denver, Colorado 80203

SAN JUAN BASIN REGNL PLANNING COMM
1911 North Maine Avenue
Durango, Colorado 81301

NORTH DAKOTA DIV ECON OPP (CAA)
State Capitol Bldg.
Bismarck, North Dakota 58505

SOUTH DAKOTA COMMUNITY ACTION AGENCY
Capital Bldg.
Pierre, South Dakota 57501

CONEJOS-COSTILLA CA, INC. DAMO
Post Office Box 338
San Luis, Colorado 81152

OGDEN AREA COMMUNITY ACTION COMMITTEE
206-24th Ssteet
Ogden, Utah 84401

REGION IX

HUMAN RESOURCES DEPT CITY OF PHOENIX
302 W. Washington Street
Phoenix, Arizona 85003

COMMITTEE FOR ECONOMIC OPP
602 East 22nd Street
Tucson, Arizona 85713

CITY OF OAKLAND SOCIAL SERVICES DEPT
659 14th Street
Oakland, California 94612

GREATER LOS ANGELES COMMUNITY ACTION AGENCY
314 W. 6th Street
Los Angeles, California 90014

LONG BEACH COMM UNEO AND COMM RELATIONS
853 Atlantic Avenue
Long Beach, California 90813

SACRAMENTO AREA ECON OPP COUNCIL
4170 Florin Road
Post Office Box 9734
Sacramento, California 95823

EC OPPORTUNITY COUNCIL OF SAN FRANCISCO
730 Polk Street
San Francisco, California 94109

HONOLULU COMMUNITY ACTION PROGRAM
838 S. Beretania, Suite 202
Honolulu, Hawaii 96813

ECONOMIC OPPORTUNITY BOARD OF CLARK COUNTY
2228 Comstock Drive
Las Vegas, Nevada 89106

REGION X

NEIGHBORHOOD HOUSE
825 Yesler Way
Seattle, Washington 98104

COMMUNITY ACTION AGENCY
1032 Bryden Avenue
Lewiston, Idaho 83501

MULTNOMAH COUNTY CAA
4420 Southwest 64th Avenue
Portland, Oregon 97206

Community Services Administration Regional Offices

CSA REGIONAL OFFICE
Region 1
Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Director
John F. Kennedy Federal Building
Boston, Massachusetts 02203

CSA REGIONAL OFFICE
Region II
New Jersey, New York, Puerto Rico, Virgin Islands
Director
26 Federal Plaza, 32nd Floor
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Region III
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CSA REGIONAL OFFICE
Region IV
Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee
Director
730 Peachtree Street, N. E.
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CSA REGIONAL OFFICE
Region V
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Director
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CSA REGIONAL OFFICE
Region VI
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Director
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Dallas, Texas 75202

CSA REGIONAL OFFICE
Region VII
Iowa, Kansas, Missouri, Nebraska
Director
911 Walnut Street
Kansas City, Missouri 64106

CSA REGIONAL OFFICE
Region VIII
Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming
Director
Federal Office Building
1961 Stout Street
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CSA REGIONAL OFFICE
Region IX
Arizona, California, Guam, Hawaii, Nevada, Pacific Trust Territories
Director
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San Francisco, California 94102

CSA REGIONAL OFFICE
Region X
Alaska, Idaho, Oregon, Washington
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Arcade Plaza Building
1321 Second Avenue
Seattle, Washington 98101

Federal Programs Addressing a Particular Subject

Federal programs which address needs in a particular subject area are described under that specific heading. Some major ones of which you should be aware are:

U.S. Department of Agriculture food assistance program. *See* "Nutrition" under Content.

Comprehensive Employment and Training Act, U.S. Department of Labor. *See* "Staff."

College Work Study Program, U.S. Office of Education. *See* "Staff."

Community Health Centers, Department of Health, Education and Welfare. *See* Medical Services.

Military Reserve Units and National Guard, Department of Defense. *See* Medical Services and Enrichment, under Content.

PRIVATE SECTOR: VOLUNTEERS AND PRIVATE ORGANIZATIONS

Volunteers

Volunteers with a variety of skills may be available within your community for part-time or full-time work in the program. In many cases, you may be best able to

recruit them through the private organizations described in this section.

In addition, do not ignore your own university's resources when considering volunteers. Alumni groups, professional societies, and student groups, aside from being comprised of a vast assortment of types of potential volunteers, also offer the advantages of being very accessible and being able to coordinate recruitment and assignment of their volunteers. Such an arrangement is highly desirable, as it greatly simplifies these possibly complex and time-consuming tasks.

You should also be aware of the existence of "volunteer bureaus" in most large urban areas. Generally affiliated with your local community fund drive, the volunteer bureau seeks to match up volunteers with appropriate assignments. In many cases, bureaus conduct recruiting drives for volunteers in specific fields, depending on the needs within the community.

Some basic tips for successful volunteer participation:

Volunteers must be actively recruited. Don't be hesitant to ask people to volunteer their time.

Be specific as to the skills you are seeking and the amount of time you will need them.

Parochial Schools

As in the public school system, resources of parochial schools tend to be underutilized during the summer months. Facilities, transportation services, and volunteers may be available during the summer months.

Other Colleges and Universities

The facilities and resources of neighboring colleges and universities may provide a useful supplement to your program, or may help fill a gap in your own resources. For example, if your own facilities in a given area or areas are limited, you may be able to make arrangements for your participants to each spend one day per week on another college's campus.

Churches and Church Affiliated Groups

Religious organizations are becoming increasingly involved in programs of community-wide benefit. Although the churches within the low income community will generally be the most directly involved with the problems you are addressing, churches in higher income areas should also be contacted in view of the likelihood of their having a combination of greater resources and lower demand on those resources.

Private Establishments

Local business may be able to provide cash contributions to purchase such items as T-shirts, in return for an endorsement. They may also be able to provide sporting goods or personal gym gear at low cost or as a contribution.

Local manufacturers may be able to provide educational tours. Manufacturers of equipment or supplies used in the program may be able to provide these items as a contribution, or at low cost.

Local Affiliates of National Organizations

Within the local community several private organizations engage in a wide range of activities and social services. While you may have special access to some of these organizations, directly or through a colleague, you may or may not wish to limit your contact to those with obvious interests and resources in the areas in which you need assistance. A larger number may be contacted through the use of form letters to a variety of organizations, or by dividing up a contact list among staff members for personal telephone contact. (Table II provides a sample listing of these organizations.)

TABLE II—PRIVATE ORGANIZATIONS

A Partial List of Organizations with State and Local Affiliates

AFL-CIO
Teamsters
Dental Association
American Medical Association
American Red Cross
Junior League
Big Brothers of America
Boy's Clubs
Boy Scouts
Camp-Fire Girls
Girl Scouts
B'nai Brith
Catholic Youth Organization
YMCA
YWCA
Human Resource Development Institute
Elks
Lions Clubs
Kiwanis Clubs
Rotary
Key Clubs
Junior Achievement
Junior Chamber of Commerce
League of Women Voters
NAACP
4-H Clubs
Urban League
Salvation Army
Community Friends
Chamber of Commerce
Veterans of Foreign Wars
Volunteer Service Bureaus

Project Schedule

Guideline. Each project must operate continuously for at least five weeks during the period between June 1 and September 3. The minimum operating schedule for the June-September period is five weeks/five days per week or six weeks/four days per week. Optional schedules are six weeks/five days per week or seven weeks/four days per week.

NYSP funds will be provided for no more than 30 program days during the

summer period; projects desiring to operate additional days should seek other public or private funding.

A project day may be divided into two or more sessions, providing that the projected average daily attendance is met by the combined attendance at these sessions.

Projects must provide each enrollee an average of at least two hours of sports activity per day, exclusive of the time required for travel, meals, enrichment program, dressing and dressing out.

Up to three days may be used for enrollment, medical screenings, orientation and staff briefings. Funding will be provided for these days, and they are to be in addition to the days scheduled for sports programming. It is strongly recommended that the enrollment-orientation process be completed prior to the start of sports programming, and that in no case is any enrollee to participate in sports activities prior to formal enrollment and medical examination.

Institutions must provide year-round activities for enrollees, with a maximum of 12 activity sessions and/or meetings during the period of September-May. There must be at least one session during each month in this period. Programming during the September-May period may include informal sports activities, skills instruction, counseling and attendance at athletic and cultural events. For the most part, the same young people must be involved in the project throughout the year.

How many days, weeks or months should the NYSP be offered? What days of the week? What hours of the day? The necessity for careful scheduling of the program is extremely important. A major consideration is the fact that the program should be planned at the times that are most beneficial to the participants, and at times when the largest number of participants are available to participate in the program.

In considering the project schedule, even though the major concern must focus on the participants, you must also take into account the ability of such things as facilities, equipment, staff, and of course, the amount of funding has an effect upon the type of program which you will be able to conduct.

YEAR-ROUND PROGRAM—SUMMER AND WINTER

All National Youth Sports Programs are conducted on a year-round basis. Without this year-round contact, the best possible summer program may be dismissed as part of the unreal, unattainable world with which the children are already familiar through exposure to television and movies. Aside from minimizing the potential for alienation that might negate the broadening effects of the NYSP, even a relatively small amount of continuing contact can serve as an effective vehicle for reinforcing summer activities and further bridge the gap between street and college cultures. If the university can truly become a continuing part of the participant's world, this would greatly enhance prospects for providing a more meaningful and lasting motivational experience.

RESOURCES FOR CONTINUING WINTER ACTIVITIES

Currently, limited NYSP funds are available. A program of continuing activities need not be expensive, and many free or low-cost resources probably exist on your campus. Admissions to athletic events that will not be sold out and the use of athletic facilities on weekend mornings are but a couple of possibilities.

Since contact will not be as intense as during the summer, you may be able to arrange for volunteer staff —either faculty or students. This could even be put on a rotation basis if they are not able to volunteer for the duration of the program; although it would, of course, be preferable to provide continuity in staff. Student or alumni groups might be willing to share or assume responsibility for planning and conducting activities. In addition, as universities are generally becoming increasingly involved with programs dealing with inner-city problems, it might be possible to integrate a program into the curriculum of the institution which will serve your participants during the school year. Aside from being of great benefit to participants, such an arrangement could be quite valuable to the university in terms of its potential for providing needed experience to prospective teachers.

Facilities outside the campus, such as those belonging to public schools, youth organizations, or religious groups, might be available for NYSP use if you are able to supply supervisory staff. Conversely, volunteers from these or other community organizations might be available to help staff any programs you are able to run on the campus.

Funds for equipment or other needed items might be available through the university, or might be solicited from private organizations or foundations in your city.

Student groups or even NYSP enrollees might be able to help by conducting fund-raising activities. If you are able to effect savings in some operational component of your summer program through the use of less costly or through the use of volunteer resources (e.g., for transportation or medical services), these savings could be diverted for use in continuing activities.

Content

Guideline. (1) Activities: The institution must provide an instructional swimming program. In addition, the institution must provide instruction and competition in at least three of these sports: gymnastics, basketball, volleyball, track and field, soccer, tennis, badminton, touch or flag football, wrestling, softball or one other sport suitable to local interest and available facilities. Each program shall include vigorous physical conditioning activities and also may include dance activities. In addition, emphasis on lifetime activities with significant fitness value is strongly encouraged.

(2) Enrichment Program: During the summer program, a minimum of 15 hours (no less than two hours per week) of enrichment activities must be provided to all enrollees by each project. For all enrollees, this enrichment program shall consist of a minimum of three hours each of drug/alcohol abuse education; instruction concerning job responsibilities and education and career opportunities; and activities designed to promote sound health and nutritional practices. Special efforts should be made to involve representatives of academic disciplines, other institutional resources, private business and community agencies in this phase of the project.

(3) Nutrition: During the summer program, a daily meal must be provided for each enrollee. Hot meals served in a cafeteria are preferred, and the minimum requirement is a sandwich, milk and fruit. If you are receiving assistance from the United States Department of Agriculture, you must abide by USDA minimum requirements for the assistance program or programs involved. When staff members take their meals with enrollees and utilize this time for discussion and counseling, their meals may be included in the project budget.

NOTE: An application for participation in the NYSP will not be considered unless accompanied by evidence that the institution will receive comparable assistance from another source.

The success of the NYSP is dependent upon having knowledge of the function which the entire program is designed to serve. The types of content included are essential to the carrying out of the program functions and the objectives are directed toward meeting the needs of the low-income, economically deprived youth. Each facet of the total program content involves different learning experiences. The following quotation on physical fitness makes reference to one of the main thrusts of the NYSP:

> "Special emphasis on physical fitness and sports is needed. The existence of many fine programs is recognized but there is a need for improvement in many communities. Physical fitness is but one aspect of fitness; however, it is a very significant aspect and one which is basic to other forms of excellence. Efforts to improve physical fitness should be carried on with full regard for all fitness qualities—spiritual, mental, emotional, and social. Physical fitness itself is a broad quality involving medical and dental supervision and care, immunization and other protections against disease, proper nutrition, adequate rest, relaxation, good health practices, sanitation and other aspects of healthful living. Exercise is an essential element to achieving physical fitness. Strength, stamina, endurance and other desirable physical qualities are best developed through vigorous activity. Physical fitness is achieved through a sensible balance of all these provisions adapted to age, maturity and capability of the individual."[1]

ACTIVITIES

The various types of activities that are offered in the NYSP are felt to be important from the standpoint of helping to develop in the youth such qualities as will help to prepare them for living as adults in an adult society.

As you work in the program, it may be rewarding to watch the exhilaration of the youth as they receive your instructions, develop their skills and participate and compete in the activities. In this area of participation, the youth are secure in the knowledge that they are being judged for what they do and not on the basis of their social, ethnic or economic condition.

Some activities are better suited to these purposes than are others, but a well-developed program can be derived from activities taken from the categories which follow.

Swimming

The place of swimming near the top of the list of these activities in which certain low-income youth prefer to participate may come as a surprise to those who are familiar with their prior lack of exposure to this sport.

[1] The President's Council on Physical Fitness, *Youth Physical Fitness*, (Washington, D.C., U.S. Government Printing Office, 1973).

In past years, because of inaccessibility of swimming facilities, poor youth often have been denied the opportunity for participation in water-based activities. This problem has increased in recent years, and with the universal desire on the part of youth to participate, it becomes significant that instruction in swimming must be included in each program. Swimming provides vigorous, beneficial exercise with lasting carry-over values; and it is an important survival skill.

Team Sports

Team sports are those activities in which the successful performance of the individual depends on close teamwork with another person or persons. Team sports such as football, basketball and baseball perform a great service in providing an opportunity for youth to develop physical power and enjoy exhilarating competition. Many youth representing the disadvantaged community have achieved stardom as a result of their participation in team sports, or have been awarded athletic scholarships to college on the basis of their performances.

Individual Sports

Individual sports are those activities in which performance is based entirely on the individual's prowess. He may be a part of a team of individual performers, but his individual accomplishment is not dependent upon another person.

Certain individual sports do not involve direct physical contact and have been viewed by many low-income community youth as upper-class activities. The fact is, however, many school programs of physical education have allowed team sports to dominate the curriculum at the expense of individual and dual sports, thus depriving the student the opportunity of developing skills in activities which he can play until the time he dies. (We want to guard against this in our program).

Dance

A dance program in a wholesome environment cultivates tastes, attitudes and ideals which form an important part of the cultural heritage. Youth should be prepared to use dance activities during part of their leisure in an intelligent, wholesome and profitable manner. The large majority of youth in all parts of our society indicate a great interest in dance activities. The open social dances are done to rock-and-roll music and involve the popular dances. These social activities attract a high percentage of youth.

Lifetime Sports

It is estimated that only one out of every 1,000 young men that play football ever play football again after they leave school. The Lifetime Sports Foundation was organized for the purpose of promoting and interpreting the need for individual sports. Its efforts have aided in the construction of indoor and outdoor facilities with provision for more individual activities. Many youth in low-income areas recently have expressed an interest in individual activities such as boxing, judo and karate, wrestling and weightlifting which are used to develop a powerful body. Many of the other individual sports, including those mentioned above, now are being taught and thus are becoming more popular.

Other Activities: Cheerleading and Baton Twirling

As a supportive activity for athletic events, cheerleading has become increasingly popular for both boys and girls. Cheerleading and band activities add much to the good spirit and to the enjoyment of spectators at athletic events. NYSPs, especially in the southern and western sections of our country, have indicated that participants in their programs rate cheerleading as highly desirable.

Having the opportunity to see marching bands and their baton twirlers prancing down the field at a school football game, down the street in a parade or across the television screen while performing at a college or professional event builds up a tremendous desire on the part of many youngsters to be able to perform the same kind of activity. One's self-image may be greatly enhanced with the ability to perform such skills.

Competition in both cheerleading and baton twirling—when properly organized and supervised—is highly desirable.

Coeducational Activities

More and more provisions should be made by the activity director to increase the number of activities in the program that can be engaged in by both sexes on an instructional, as well as a competitive basis. It has taken a long time to break down the resistance to coeducational activities, but the trend is definitely in this direction. The joint groups can be taught by either a man or a woman—whoever is best qualified to teach the activity in question. Dance activities are possibly the best ones to start on a coeducational basis. However, golf, archery, swimming, tennis, badminton and bowling are some of the activities that can readily be taught to mixed groups.

SUGGESTED ACTIVITIES

TEAM SPORTS

- Football (Touch or Flag)
- Basketball
- Softball
- Volleyball
- Soccer
- Field Hockey

INDIVIDUAL SPORTS

- Tennis
- Cross Country
- Badminton
- Track and Field
- Handball
- Golf
- Bowling
- Wrestling
- Gymnastics
- Archery
- Racquetball

DANCE

- Folk Dance
- Square Dance
- Modern Dance
- Jazz
- Tap Dance
- Social Dance

ENRICHMENT PROGRAM

The appeal of sports to youth is universal. But only a very small percentage of young people ever will become proficient enough to win a college scholarship, or go on to play professional sports. For many youths, this will constitute a major disappointment; for a low-income youth, it can be tragic. He often has been deprived of the motivation and the tools he will need in order to pursue some other career, to say nothing of his lack of the needed finances.

Furthermore, even the child with athletic potential must develop the desire and ability to recognize and avoid the traps of poverty, and to obtain an education, if his potential is ever to be realized.

Even without identified enrichment activities, the National Youth Sports Programs may provide several enriching experiences to participants. Exposure to the college campus, its personnel, its students, its facilities and new sports activities can, indeed, be inspirational. But at the same time, this exposure can be an alienating force, one further example of an unattainable world far removed from the reality of life. A sincere effort must be made to counter this potential alienation. This will not be accomplished by merely telling the participant he can get a piece of the action. He needs to be convinced.

Somehow the child must be helped to make the transition into mature adulthood, a transition that is difficult enough without the added frustrations of poverty. It is this challenge that the NYSP is in a unique position to address.

Why the NYSP? Thousands of children will enroll in the program this year, many of them for a second or third time. In terms of popularity, the program is clearly a success. But while this popularity is in itself gratifying, it may also serve as a foundation on which to build an even more effective program. The NYSP brings a child with enthusiasm for sports and a variety of needs in other areas into positive and direct contact with an institution that has the resources to pursue the satisfaction of both. This combination is a rare occurrence and, indeed, constitutes a mandate to NYSP institutions to help provide the child with the tools he needs for a successful life and the activities needed for a successful year.

PLANNING FOR ENRICHMENT: SUGGESTIONS

As you plan your various enrichment programs, you must keep in mind that meaningful changes in the lives of the youth with whom you are working can be affected only to the extent that their needs and circumstances in life are understood and dealt with.

Factors to Consider in Determining Program Content

Your program's content may vary, because it will not be possible or advisable to prescribe a set format for all programs to follow. Some major factors to consider in developing your plans:

The needs of participants will vary, depending on backgrounds, age, sex, abilities, and various stimuli in the community: e.g., strengths and weaknesses of schools and community programs.

The strengths and weaknesses of your staff should be assessed realistically; the topics you wish to cover should not be beyond their capability to freely and openly discuss them with participants.

The assets of specialized resources that will or can be made available to the program should be evaluated to establish their ability to effectively communicate with the participants.

While it is important to try to emphasize those topics of the greatest relevancy to your participants, your degree of success in conveying the intended message will be crucial. It would be better to establish effective communications in a less crucial area than to attempt and fail in a major one.

The establishment of positive communications between staff and participants is an important bridge between their worlds. Without this bridge, the valuable knowledge you seek to share will be that much less credible.

Staff for Planning

In some cases the NYSP Project Administrator has been able to put a great deal of effort into developing or obtaining materials for use by counselors and instructors; in most cases, however, he simply does not have enough time.

General experience has indicated that performances in this area tend to be improved when the administrator is able to assign a capable individual to plan and coordinate a project's efforts, gearing the program to needs, resources and opportunities. Since in many cases NYSP staff will have other responsibilities in the spring which would severely limit their time, and added NYSP funds for this purpose will probably not be available, the use of an interested and able graduate student or undergraduate might be explored. In return for developing a program which will help bridge the gap between street and college cultures, he could be offered college credit. Such a project would appear to fit in well with a variety of major areas of study.

Use of Large Sessions

In developing your program, you will undoubtedly already be well aware of the difficulties maintaining interest in large sessions. There are, of course, exceptional speakers, demonstrations, and films, which can be effectively communicated to a large group, but these are rare.

Some suggestions:

Keep large sessions short, so that time remains for discussing content, preferably in smaller groups.

When using a speaker or demonstration from outside of the program, it may still be possible and advisable to divide the enrollees into different age and/or sex groupings and to schedule separate

presentations for each group. Aside from giving you a more manageable situation, this will enable you to provide for variations in the presentation or to substitute some other topic or activity for a portion of the enrollees, as is appropriate. It may also afford a greater opportunity for discussions between participants and your outside resource.

Ask outside agencies to send representatives who are members of minority groups represented in your program. They will have a decided advantage in getting their message across and will offer the further advantage of being an achievable career model.

Use of Small Sessions

Many programs rely almost exclusively on the individual group counselor in small "rap" sessions with his group. Since the individual counselor may not have time to develop a variety of materials or appropriate topics, you may wish to channel your efforts into making available materials from which he may select. A daily or weekly topic or topics might thus be handled by the counselor in the most appropriate manner for him and his group. These seminars could be supplemented by special events—tours, movies, speakers, etc. on the subject, on either a required or voluntary basis.

Need for Experience

Opportunities for your participants to experience and participate in an activity, rather than to be passive recipients of information, will be better received and have more lasting effect. The need for small group discussions and two-way communication already has been emphasized. You and your staff should remain alert for all additional opportunities to get a point across while providing an experience. Furthermore, several opportunities for learning through experience will present themselves during the program. Some more general examples are provided in the next section under "Opportunities for Enrichment in Other Components."

ENRICHMENT PROGRAM CONTENT

Since so many activities and topics may each constitute a truly enriching experience, you must decide how you can have the greatest possible impact on your participants. The list of topics in "A Partial Checklist of Enrichment Program Topics" may help you in your efforts.

In light of their crucial role in reinforcing the poverty cycle, a few of these topics should be given special consideration when developing your program.

Drug/Alcohol Abuse Education

The dramatic increase in the use of alcohol and other drugs in the population, and in particular among youth in all socioeconomic levels, is of such magnitude that we especially need to be concerned about the aspects of the motivations for using drugs. Of the many health problems that continue to harass the lower-income population, drug and alcohol abuse stand out as a particularly great crippler of lower-income youth.

While this problem is shared by youth of all income levels and cultural groups, the lower-income youth on drugs is much more likely a victim of heroin and other debilitating drugs than his more wealthy counterparts.

For him there is no escape from the climate that encourages and feeds his problem. He is stuck with a sense of futility regarding the basic institutions of his society, and it behooves those of us working with this category of youth to put forth every effort to try and promote a change in his outlook.

Job Responsibilities and Education and Career Opportunities

Although they may not expect to achieve it, most low-income persons value education and want to improve their condition.

The reality of the expense of education and training and lack of resources usually keeps poor youngsters from aspiring toward the highest level professions. But, more than their middle-class fellows, more high school youths want to get better jobs than their fathers.

On the other hand, members of a minority group may have been brought up under a value system that makes it more difficult to grasp the value of education, a concept that does not bring immediate gratification. Many participants will bring with them a distinct distaste for academic endeavor. If this is the case in your program, try to understand why and help them to overcome it. Ignoring the situation might make it easier for all concerned, but it certainly won't do the participants any favors.

Health and Nutrition

While other health problems such as pollution and drug abuse have been receiving the greatest amount of attention in this country, a great deal of concern about nutritional problems and how they relate to health has been generated in recent years. Studies have been conducted which have described patterns of malnutrition, patterns of dietary deficiencies and devastating testimony of hunger in the "land of plenty." It has been found that many of these conditions have existed for many youths because of improper selection of food, but it is constantly revelated that much of the malnutrition among poverty-level families has occurred because of the difficulty of obtaining proper choices of foods for adequate diets.

One will readily agree that the food services which are provided for youth attending the NYSP are basic and worthwhile, but in addition to this there is a need for youth to be exposed to sound nutrition education directed toward exerting a strong influence on eating habits and the relationship of proper nutrition to health. With a better knowledge of nutrition and how it relates to one's health, young people can become more able to prevent disease and can make better use of the system of medical care which is available to them.

Teamwork, Good Sportsmanship and the Individual's Responsibility

Youth attending the NYSP have had many and varied experiences. It might properly be assumed that the lives of most of them might be looked upon as something less than successful. In an effort to help prepare these youth for adult living, experiences should be provided which will cause them to know that while some people do suffer the pangs of failure it is also possible to enjoy the ecstasy of success.

Efforts should be made in this program to instill in the youth that success in a large measure depends upon willingness and ability to accept responsibility, working cooperatively with others, taking orders and placing the welfare of the group above one's own personal interest. Participants need to be made aware of the fact that high standards of ethical conduct are to be admired, and unethical conduct is to be scorned. It becomes important to point out that there is a close correlation between effort and achievement. Young people will be more likely to learn these things if they are exposed to proper examples and if they have the opportunity to participate in a program where the development of good citizens rate as highly as does the development of winning teams.

Our lower-income population is insecure and has come to feel apart from society rather than a part of it. Many strongly believe that they are ineffective citizens; and while they accept the typical American values, they are frequently lethargic in trying to attain them.

Sex Education and Other Health Problems

The degree of emphasis to be given to sex education will in part be determined by state and local regulations. While the need for competent sex education for all youth is receiving increasingly greater recognition, the widespread social problem of unwanted pregnancies tends to be much more disabling and permanent for the lower-income girl. There is no way for friends or family to buy her out of the situation. She often must drop out of school permanently and give up any prospects for a brighter and more fulfilling future.

Coupled with problems that may arise from unwise sex practices, other health problems related to such things as smoking, poor dental care, and personal hygiene in general are also prevalent and need to be emphasized in the enrichment program.

A PARTIAL CHECKLIST OF ENRICHMENT PROGRAM TOPICS

Drug/Alcohol Abuse Education
- Alcohol and Alcoholism
- A time for decision
- What we can do about drug abuse
- Breaking the habit
- False friends
- Hooked
- The trip to where
- Pit of despair
- Drug Abuse
- Drug Addiction
- Drugs and Health
- Don't blow it with drugs

Job Responsibilities and Education Career Opportunities
- Should you go to college
- Advantages of education
- Value of a high school diploma in the marketplace
- Value of high school to students
- Peculiar problems of city schools
- College admissions and financial aid possibilities
- Alternatives to education
- Vocational education opportunities
- Information on a variety of occupations
- Assistance in obtaining Social Security Cards
- Job applications and interviews
- Summer job information

Health and Nutrition
- Physical Fitness and Good Health
- Being a mentally healthy person
- Eat to live
- Food for fitness
- How safe is our food
- A boy and his physique
- A girl and her figure
- Why fluoridation
- Exploring your growth
- Your heart and how it works
- Personal Health Care
- Wholesome activity and rest
- World Health
- Food Processing and preparation
- Quackery and faddism
- Diseases and Disorders
- Health personnel and medical care

Teamwork, Good Sportsmanship and Responsibilities of the Individual—Topics and Activities
- Place in society and aspirations
- Crowd control and responsibility of the individual
- Punctuality
- How to get along
- Overcoming handicaps: Include discussion of severely handicapped and their accomplishments
- Ask kids what they want to do/see
- Police-youth relations
- Information on government services
- Urban and community problems
- Current events
- Income and budget
- Culture and heritage
- Discipline as related to sports
- Teamwork
- Sportsmanship
- Ecology
- Overnight camping experiences
- Weekly participant-written newspaper
- Exhibitions or shows
  - Dance

Fashion
Cosmetics
Theater
Art

Field Trips
Museums
Manufacturing plant
Police and fire facilities
Other college campuses
Newspaper facilities
Television or radio station
Historic sites

Campus tours: Ask a black academic-scholarship-student to conduct it and discuss accessibility of college

Sports films

Opportunities for Enrichment in Other Components

Several opportunities for enrichment activities are to be found in other aspects of the NYSP's operations, particularly the sports activities:

Value of physical fitness
Effects of drugs, alcohol, tobacco on the body
Drug use in sports
Nutrition: what athletes eat and why
Importance of discipline in sports
Teamwork and sportsmanship
Pride in accomplishment
Off-season occupations of black athletes in sports

Some opportunities in other components:

Lunch program provides an example of good nutrition. Let the participants rate the meals; discuss foods teens like, and their food value.

Sex Education and Other Health Problems

Venereal disease
Sex education
Smoking
Personal Hygiene
Dental Care
Safety
Emergency health procedures
First Aid
Life/rescue squads
Awareness of available health facilities
Showers after activities
Marriage and family living
Prevention and control of disease
Environmental and community health
Consumer Health
Pregnancy and Childbirth

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Pride in accomplishment
Off-season occupations of black athletes in sports

Some opportunities in other components:

Lunch program provides an example of good nutrition. Let the participants rate the meals; discuss foods teens like, and their food value.

Showers after activity: discussions of their importance can be used to get at value of personal hygiene.

Medical and dental exams and treatment: discuss reasons for exams, treatment facilities available in community.

There are, of course, many others. You should cultivate these types of opportunities whenever possible.

RESOURCES FOR ENRICHMENT PROGRAMS

A Partial Checklist of Potential Resource Groups and Contacts to Assist in the Enrichment Program

Several potential sources of assistance on each of the major enrichment topics will probably be readily available in your local community. Some of the more likely sources are listed below.

General

University resources
Public school system; board of education
Public libraries
City departments
State government resources
Federal government agencies
Army bases
Large business concerns' public affairs department
Make copies of local newspaper articles on relevant enrichment topics for distribution and discussion

Drug Abuse Programs and Other Health Activities

City Health Department
Board of education
Public library
U.S. Department of Health, Education and Welfare
State film libraries
State drug information contacts
National Clearinghouse for Drug Abuse Information
Federal Bureau of Narcotics
Police department
American Heart Association
TB and Respiratory Diseases Association
American Cancer Society
United Appeal agencies
Alcoholics Anonymous
American Red Cross
Medical Society
Dental association

Job Responsibilities and Education and Career Opportunities
- Military
- Police department
- Trade unions
- Prominent athletes
- Federal, state, and local government personnel
- Human Resource Development Institute contacts
- U.S. Office of Education
- College resources

Supplemental Enrichment Activities
- Police department
- A variety of other city departments
- Newspaper articles for current events discussions
- Sports figures
- National Parks/State Parks
- NCAA—Sports films

NCAA Championship Highlights Films Available through NCAA Official Library of Films

One of the expanding services of the National Collegiate Athletic Association is its official library of films. The NCAA library of films, administered by NCAA Productions, contains more than 100 sixteen-millimeter films highlighting 10 National Collegiate Championships.

Films are available to NYSP programs by contacting:

NCAA Library of Films
P.O. Box 15602
Kansas City, Missouri 64106
Telephone: 816-471-7800

All films are to be ordered directly from the above listed address.

Drug/Alcohol Abuse Information Sources

In view of the great significance of drug abuse in contemporary American society, more detailed information on some major potential sources of information is being included in publication.

A variety of printed materials, film, etc., on Drug/Alcohol Abuse are readily available from the organizations that follow:

RESOURCE ORGANIZATIONS

Alcohol, Mental Health, and Drug Abuse Information

National Clearinghouse on Drug Abuse Information
National Institute on Drug Abuse
5600 Fishers Lane
Rockville, Maryland 20857

National Clearinghouse for Alcohol Information
National Institute for Alcohol Abuse and Alcoholism
Box 2345
Rockville, Maryland 20582

National Clearinghouse for Mental Health Information
National Institute for Mental Health
Rockwall Building
11400 Rockville Pike, Room 505
Rockville, Maryland 20852

Alcohol, Drug Abuse, and Mental Health Administration
Office of Public Affairs
5600 Fishers Lane
Rockville, Maryland 20857

Center for Disease Control
National Clearinghouse on Smoking and Health
Building 14, 1600 Clifton Road
Atlanta, Georgia 30333

Compcare Publications
2415 Annapolis Lane
Suite 140
Minneapolis, Minnesota 55661
(Information on substance abuse and creative living)

Drug Abuse Council
1828 L Street, N.W.
Washington, D.C. 20036
(research publications)

Mental Health Materials Center
419 Park Avenue South
New York, New York 10016

Public Affairs Pamphlets
381 Park Avenue South
New York, New York 10016

The United States Jaycees
Box 7
Tulsa, Oklahoma 74102

U.S. Department of Health, Education & Welfare
Center for Disease Control
Building 14
1600 Clifton Road
Atlanta, Georgia 30333

Parenting and Family Interaction

Institute for Family Research and Education
Ed-U-Press
760 Ostrom Avenue
Syracuse, New York 13210

Parenting Materials Information Center
Early Childhood Division
Southwest Educational Development Laboratory
211 East 7th Street
Austin, Texas 73701

Prevention Program Information

Prevention Branch
Division of Resource Development
National Institute on Drug Abuse
Room 10A-30
5600 Fishers Lane
Rockville, Maryland 20857

National Association of State Drug Abuse Program Coordinators
1211 Connecticut Avenue, N.W. Suite 212
Washington, D.C. 20036

PYRAMID
39 Quail Court, Suite 201
Walnut Creek, California 94596

Prevention Training Information

Effectiveness Training
531 Stevens Avenue
Solana Beach, California 92075

National Drug Abuse Center for Training and Resource Development
1901 North Moore Street
Arlington, Virginia 22209

Additional Prevention-Information Organizations

National Commission on Resources for Youth, Inc.
36 West 44th Street
New York, New York 10036

National Coordinating Council on Drug Education
1601 Connecticut Avenue
Washington, D.C. 20036

U.S. Department of Health, Education & Welfare
Office of Education
Alcohol and Drug Education Program
400 Maryland Avenue, S.W.
Washington, D.C. 20202

SINGLE STATE AGENCIES

ALABAMA

Drug Abuse Program Section
Division of Alcoholism and Drug Abuse
Department of Mental Health
145 Molton Street
Montgomery, Alabama 36104

ALASKA

Office of Drug Abuse
Dept. of Health & Social Services
Pouch H-01D
Juneau, Alaska 99801

ARIZONA

Drug Abuse Programs
Division of Behavioral Health Services
Department of Health Services
2500 East Van Buren
Phoenix, Arizona 85008

ARKANSAS

Office of Drug and Alcohol Abuse Prevention
Dept. of Social & Rehab. Services
1515 Building
1515 West 7th
Little Rock, Arkansas 72203

CALIFORNIA

California Department of Health
Substance Abuse Division
Room 1592, 744 P Street
Sacramento, California 95814

COLORADO

Alcohol & Drug Abuse Division
Department of Health
4210 East 11th Avenue
Denver, Colorado 80220

CONNECTICUT

Connecticut Alcohol and Drug Council
Department of Mental Health
90 Washington Street
Hartford, Connecticut 06115

DELAWARE

Bureau of Substance Abuse
Governor Bacon Health Center
Cottage #8
Delaware City, Delaware 19706

FLORIDA

Bureau of Drug Abuse Prevention
Division of Mental Health
Dept. of Health & Rehab. Services
1323 Winewood Blvd.
Tallahassee, Florida 32301

GEORGIA

Alcohol and Drug Abuse Section
Div. of Mental Health & Retardation
Department of Human Resources
618 Ponce De Leon Avenue, NE
Atlanta, Georgia 30308

HAWAII

Alcohol and Drug Abuse Branch
Department of Health
1270 Queen Emma Street, Room 404
Honolulu, Hawaii 96813

IDAHO

Bureau of Substance Abuse
Division of Community Rehabilitation
Department of Health and Welfare
LBJ Building, Room 327
Boise, Idaho 83720

ILLINOIS

Dangerous Drugs Commission
300 North State Street, 15th Floor
Chicago, Illinois 60610

INDIANA

Division of Addiction Services
Department of Mental Health
5 Indiana Square
Indianapolis, Indiana 46204

IOWA

Iowa Drug Abuse Authority
615 East 14th Street
Des Moines, Iowa 50319

KANSAS

Drug Abuse Unit
Dept. of Social and Rehab. Services
Biddle Bldg.
2700 W. 6th Street
Topeka, Kansas 66608

KENTUCKY

Alcohol and Drug Abuse Branch
Division for Prevention Services
Department of Human Resources
275 East Main Street
Frankfort, Kentucky 40601

LOUISIANA

Bureau of Substance Abuse
Division of Hospitals
Louisiana Health and Human Resource Adm.
Weber Building, 7th Floor
Baton Rouge, Louisiana 70801

MAINE

Office of Alcoholism and Drug Abuse Prevention
Bureau of Rehabilitation
32 Winthrop Street
Augusta, Maine 04330

MARYLAND

Drug Abuse Administration
Dept. of Health & Mental Hygiene
Herbert O'Conor Office Building
201 W. Preston Street
Baltimore, Maryland 21201

MASSACHUSETTS

Division of Drug Rehabilitation

Department of Mental Health
190 Portland Street
Boston, Massachusetts 02114

MICHIGAN

Office of Substance Abuse Services
3500 North Logan Street
P.O. Box 30035
Lansing, Michigan 48909

MINNESOTA

Drug and Alcohol Authority
Chemical Dependency Division
Dept. of Public Welfare
402 Metro Square Building
St. Paul, Minnesota 55101

MISSISSIPPI

Division of Drug Misuse
Department of Mental Health
1001 Lee State Office Building
Jackson, Mississippi 39201

MISSOURI

Division of Alcoholism & Drug Abuse
Department of Mental Health
2002 Missouri Blvd.
Jefferson City, Missouri 65101

MONTANA

Addictive Diseases Division
Department of Institutions
1539 11th Avenue
Helena, Montana 59601

NEBRASKA

Nebraska Commission on Drugs
P.O. Box 94726
State Capitol Building
Lincoln, Nebraska 68309

NEVADA

Bureau of Alcohol & Drug Abuse
Rehabilitation Division
Department of Human Resources
505 East King Street
Carson City, Nevada 89710

NEW HAMPSHIRE

Office of Drug Abuse Prevention
3 Capital Street, Room 405
Concord, New Hampshire 03301

NEW JERSEY

Division of Narcotic and Drug Abuse Control
Department of Health
541 East State Street
Trenton, New Jersey 08609

NEW MEXICO

Drug Abuse Agency
Department of Hospitals & Institutions
113 Washington
Santa Fe, New Mexico 87501

NEW YORK

Office of Drug Abuse Services
Executive Park South
Albany, New York 12203

NORTH CAROLINA

North Carolina Drug Commission
Box 19324
Raleigh, North Carolina 27609

NORTH DAKOTA

Division of Alcoholism and Drug Abuse
Department of Health
909 Basin Avenue
Bismarck, North Dakota 58505

OHIO

Ohio Bureau of Drug Abuse
Division of Mental Health
Department of Mental Health and Mental Retardation
2929 Kenny Road, Room B207
Columbus, Ohio 43221

OKLAHOMA

Division of Drug Abuse Services
Department of Mental Health
P.O. Box 53277, Capitol Station
Oklahoma City, Oklahoma 73105

OREGON

Programs for Alcohol and Drug Problems
Mental Health Division
Department of Human Resources
2575 Bittern Street, NE
Salem, Oregon 97310

PENNSYLVANIA

Governor's Council on Drug and Alcohol Abuse
Riverside Office Center
Building #1, Suite N
2101 North Front Street
Harrisburg, Pennsylvania 17110

RHODE ISLAND

Rhode Island Drug Abuse Program
Department of Mental Health and Retardation and Hospitals
303 General Hospital
Rhode Island Medical Center
Cranston, Rhode Island 02920

SOUTH CAROLINA

South Carolina Commission on Alcohol and Drug Abuse
3700 Forest Drive
P.O. Box 4616
Columbia, South Carolina 29240

SOUTH DAKOTA

Division of Drugs and Substance Control
Department of Health
Joe Foss Building
Pierre, South Dakota 57501

TENNESSEE

Alcohol and Drug Abuse Section
Department of Mental Health
501 Union Street, 4th Floor
Nashville, Tennessee 37219

TEXAS

Drug Abuse Division
Department of Community Affairs
Box 13166, Capitol Station
Austin, Texas 78711

UTAH

Division of Alcoholism and Drugs
554 South 300 East
Salt Lake City, Utah 84111

VERMONT

Alcohol and Drug Abuse Division
Department of Social & Rehab. Services
State Office Building
Montpelier, Vermont 05602

VIRGINIA

Department of Mental Health/Mental Retardation
Division of Substance Abuse Control
Commonwealth of Virginia
P.O. Box 1797
Richmond, Virginia 23214

WASHINGTON

Office of Drug Abuse Prevention
Community Services Division
DSHS, OB-43E
Olympia, Washington 98504

WEST VIRGINIA

Division of Alcoholism and Drug Abuse
Department of Mental Health
1800 Washington Street, East
Charleston, West Virginia 25305

WISCONSIN

Bureau of Alcohol & Other Drug Abuse
Division of Mental Hygiene
Department of Health and Social Services
One West Wilson Street, Room 523
Madison, Wisconsin 53702

WYOMING

Drug Abuse Programs
State Office Building West
Cheyenne, Wyoming 82001

Private Organizations: Drug Abuse Materials

Numerous private organizations, many with offices in your community, are active in drug abuse prevention programs and make available materials for use in local programs. Some examples of these organizations and their publications:

Junior Chamber of Commerce

"Drugs and Their Abuse." Basic information about drugs and their effects, accepted medical uses when applicable, problems of overdose and abuse, first-aid procedures. 14 pages.

"Session on Drug Abuse: Instructors Guide." Format for discussion of drug abuse designed for use by qualified instructors only; prepared for adult classes, but adaptable for classes of young people. 15 pages, single copy free (instructors only).

"Prevention of Drug Abuse." Descriptions of drugs, types of treatment, suggested projects for community groups. 24 pages, single copy free. Available from Junior Chamber International, P.O. Box 577, Coral Gables, Florida 33134.

American Medical Association

Drug Abuse Materials for Public Education

Amphetamines
Barbiturates
Glue Sniffing
LSD
Marijuana
The Crutch that Cripples, Drug Dependence

Available from American Medical Association, 535 North Dearborn, Chicago, Illinois 60610

Kiwanis International

Drug Abuse Education Kit. Basic materials to assist in planning and implementing an education program in the community. Single copy free.

Available from Kiwanis International, 101 E. Eric Street, Chicago, Illinois 60611

NUTRITION

The level of the general public health in the United States has been improving through the years, but consistent health problems do trouble certain segments of our population. Diet, the customary amounts and types of food and drink taken by a person from day to day and nutrition—the relationship between the needs of our body and the food we consume—are found to be inadequate among many low income families. Despite the highest food production levels in the world and excellent distribution facilities, not every American is getting enough to eat or the adequate amounts of the right foods. Attempts are being made in the NYSP to counteract some of these ills.

FOOD PROGRAMS

While the NYSP's generally use the university food service or occasionally the student union to provide meals for the program, outside food service companies are frequently quite competitive in price. This is not so surprising since many of the university food services are run by private concerns.

Universities can use private profit-making food services and still qualify for U.S. Department of Agriculture (USDA) programs, as long as the food contractors comply with USDA regulations.

U.S. Department of Agriculture Assistance

The Department of Agriculture (USDA) administers two food programs for children from low-income areas during the summer months in which public and private nonprofit institutions may participate. These two programs are The Summer Food Service Programs for Children and Commodity Distribution Program.

The Summer Food Service Program for Children: The USDA food service provides nutritious meals and snacks for children in needy areas during summer months. The government agency that administers The Summer Food Program for Children in your state will help you apply for, set up, and operate a meal service. In most states, either the State Department of Education or the Food and Nutrition Service Regional Office of the U.S. Department of Agriculture is the administering agency.

Commodity Distribution: Participation in the Special Food Program for Children may include donations of USDA foods, depending on the amounts and kinds available that you can use. The types of foods available under both the Special Food Service Program for Children and the summer camp program are basically the same, and may be distributed by the same agency within your state; however, the special food program may have available some commodities not offered by the summer camp program, depending on types and quantities left over from the school year.

Examples of commodities which may be available are butter, flour, nonfat dry milk, canned apple sauce, cheese, rice, shortening, roasted peanuts, peanut butter, canned beef and peaches.

For information on the summer camp program, contact the appropriate agency in your state as shown on the list of "State Distributing Agencies, Commodity Distribution Program." Institutions participating in The Special Food Service Program for Children should not apply directly to the listed commodity distribution agency for commodity assistance, but should work through their appropriate state education agency or USDA Regional Office.

Use of a Private Food Management Company: A participating institution may employ a food service management company in the conduct of its feeding operation. The participating institution will remain responsible for seeing that the operation is in conformance with its agreement with the USDA Regional Office or the appropriate state agency.

TABLE III—U.S. DEPARTMENT OF AGRICULTURE PROGRAM CONTACTS

(Address Correspondence to Director)

USDA Administering Agencies

ALABAMA
Child Nutrition Programs
State Department of Education
410 State Office Bldg.
Montgomery, Alabama 36130

ARIZONA
Food Nutrition Division
Department of Education
1535 West Jefferson
Phoenix, Arizona 85007

ARKANSAS
Child Nutrition Programs
Southwest Region
Food & Nutrition Service, USDA
1100 Commerce Street, Suite 5-C-30
Dallas, Texas 75242

CALIFORNIA
Office of Food & Nutrition Services
State Department of Education
721 Capitol Mall
Sacramento, California 95814

COLORADO
School Food Services & Supportive Services
Colorado State Department of Education
201 E. Colfax, Suite 318
Denver, Colorado 80203

CONNECTICUT
Child Nutrition Programs
State Department of Education
P. O. Box 2219, Suite G-25
Hartford, Connecticut 06115

DISTRICT OF COLUMBIA
Department of Food Services
Public Schools of District of Columbia
3535 V Street, NE
Washington, DC 20018

FLORIDA
Child Nutrition Programs
Southeast Region
Food & Nutrition Service, USDA
1100 Spring Street, NW, Suite 200
Atlanta, Georgia 30309

GEORGIA
School Food & Nutrition Section
State Department of Education
156 Trinity Avenue, SW
Atlanta, Georgia 30303

HAWAII
Child Nutrition Programs
Western Region
Food & Nutrition Service, USDA
550 Kearney Street, Suite 400
San Francisco, California 94108

IDAHO
Food Services Branch
State Department of Education
Len B. Jordan Office Bldg., Suite 213
Boise, Idaho 83720

ILLINOIS
School Food Services Section
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

INDIANA
Div. of School Food & Nutrition Programs
State Department of Public Instruction
120 W. Market Street, 16th Floor
Indianapolis, Indiana 46204

KENTUCKY
Division of School Food Services
State Department of Education
Capitol Plaza, 19th Floor
Frankfort, Kentucky 40601

LOUISIANA
Local School System Services
State Department of Education
P. O. Box 44064
Baton Rouge, Louisiana 70804

MARYLAND
Food & Nutrition Section
State Department of Education
BWI Airport, P. O. Box 8717
Baltimore, Maryland 21240

MASSACHUSETTS
Bureau of Nutrition Ed & School Food Services
State Department of Education
182 Tremont Street, 10th Floor
Boston, Massachusetts 02111

MICHIGAN
Food & Nutrition Programs
State Department of Education
P. O. Box 30008
Lansing, Michigan 48909

MISSISSIPPI
Administration & Finance
State Department of Education
P. O. Box 711, Walter Sillers Office Bldg.
Jackson, Mississippi 39205

MISSOURI
Child Nutrition Programs
Mountain Plains Region
Food & Nutrition Service, USDA
2420 West 26th Avenue, Suite 430-D
Denver, Colorado 80211

MONTANA
Child Nutrition Programs
Mountain Plains Region
Food & Nutrition Service, USDA
2420 West 26th Avenue, Suite 430-D
Denver, Colorado 80211

NEBRASKA
Child Nutrition Program
Mountain Plains Region
Food & Nutrition Service, USDA
2420 West 26th Avenue, Sute 430-D
Denver, Colorado 80211

NEVADA
Supervisor of Food Services
State Department of Education
400 W. King Street, Capitol Complex
Carson City, Nevada 89710

NEW JERSEY
Bureau of Child Nutrition Programs
State Department of Education
225 West State Street
Trenton, New Jersey 08625

NEW MEXICO
School Food Services
State Department of Education
Santa Fe, New Mexico 87503

NEW YORK
Bureau of School Food Management
State Department of Education
99 Washington Ave., 17th Floor, Suite 1736
Albany, New York 12230

NORTH CAROLINA
School Food Services
State Department of Public Instruction
P. O. Box 12197
Raleigh, North Carolina 27605

NORTH DAKOTA
Child Nutrition Programs
Mountain Plains Region
Food & Nutrition Service, USDA
2420 West 26th Avenue, Suite 430-D
Denver, Colorado 80211

OHIO
Child Nutrition Programs
Midwest Region
Food & Nutrition Service, USDA
536 Clark Street
Chicago, Illinois

OKLAHOMA
State Department of Education
Oliver Hodge Memorial Ed Bldg., Suite 340
2500 North Lincoln Blvd.
Oklahoma City, Oklahoma 73105

OREGON
Child Nutrition Programs
Western Region
Food & Nutrition Service, USDA
550 Kearney Street, Suite 400
San Francisco, California 94108

PENNSYLVANIA
Division of Food & Nutrition Services
State Department of Education
P. O. Box 911
Harrisburg, Pennsylvania 17126

RHODE ISLAND
Program Business Manager
Office of School Food Services
Roger William Building
Providence, Rhode Island 02908

SOUTH CAROLINA
Child Nutrition Programs
Southeast Region
Food & Nutrition Service, USDA
1100 Spring Street, NW
Atlanta, Georgia 30309

SOUTH DAKOTA
School Food Services
Dept. of Education & Cultural Affairs
Div. of Elementary & Secondary Ed
Pierre, South Dakota 57501

TENNESSEE
Child Nutrition Programs
Southeast Region
Food & Nutrition Service, USDA
1100 Spring Street, NW
Atlanta, Georgia 30309

TEXAS
Commodity Division
State Department of Public Welfare
John H. Winters Building
Austin, Texas 78704

UTAH
School Food Services
250 East 500 South
Salt Lake City, Utah 84111

VERMONT
Child Nutrition Programs
State Department of Education
State Office Building
Montpelier, Vermont 05602

VIRGINIA
Child Nutrition Programs
Mid-Atlantic Region
Food & Nutrition Service, USDA
One Vahlsing Center
Robbinsville, New Jersey 08691

WASHINGTON
Child Nutrition Programs
Western Region
Food & Nutrition Service, USDA
550 Kearney Street, Suite 400
San Francisco, California 94108

WEST VIRGINIA
Child Nutrition Programs
State Department of Education
State Capitol Building
Charleston, West Virginia 25305

Distributing Agencies in States With NYSPs Commodity Distribution Program

(Address Correspondence to Director, Commodity Distribution Division)

NEW ENGLAND REGION
State of Rhode Island
Division of Purchases
Food Distribution Program
State Warehouse
Cranston, Rhode Island 02920
AC 401-464-2081
FTS 129 464-2081 or 2083

Department of Administration
State Administration Building
Montpelier, Vermont 05602
AC 802 828-2214
FTS 8-832-2214

3178 St. James Avenue
Park Square Building
Boston, Massachusetts 02116

State Department of Finance & Control
460 Silver Street
Middletown, Connecticut 06458

WESTERN REGION
State Department of Education
1535 West Jefferson Avenue
Phoenix, Arizona 85007
AC 602-271-3362

Department of Education
721 Capitol Mall
Sacramento, California 95814
AC 916-445-4943

State Department of Education
Business Division—P.O. Box 2360
Honolulu, Hawaii 96804
AC 808-732-5868

State Department of Education
Len B. Jordan Office Building
Room 213
Boise, Idaho 83720
AC 208-384-3940

State Department of General Services
1225 Ferry Street, S.E.
Salem, Oregon 97310
AC 503-378-4643

Department of General Administration
6858 South 190th Street
Kent, Washington 98031
AC 206-872-6446

MOUNTAIN PLAINS REGION
State Department of Social Services
1575 Sherman Street
Denver, Colorado 80203
AC 303-892-2518

Department of Social Services
Broadway State Office Building
Jefferson City, Missouri 65101
AC 314-751-4247 (Res)

Department of Social and Rehabilitation Services
P.O. Box 4210
Helena, Montana 59601
AC 406-449-3952

P.O. Box 95026
Lincoln, Nebraska 68509
AC 402-472-3121

State Department of Public Instruction
State Capitol Building
Bismarck, North Dakota 58501
AC 701-224-2263

Division of Elementary and Secondary Education
Pierre, South Dakota 57501
AC 605-224-3413

Utah State Training School
American Fork, Utah 84003
AC 801-756-6022 (Ext. 264)

SOUTHWEST REGION
State Department of Social Services
615 Magnolia
Little Rock, Arkansas 72119
AC 501-371-1195
FTS 569-371-1195

State Department of Education
P.O. Box 44064
Baton Rouge, Louisiana 70804
AC 504-389-6481
FTS 8-389-6481

Food Distribution Division
State Department of Finance and Administration
P.O. Box 1968
Albuquerque, New Mexico 87103
AC 505-842-3371
FTS 505-474-5511 or 842-3371

Department of Institutions, Social & Rehabilitation Services
P.O. Box 25252
Oklahoma City, Oklahoma 73125
AC 405-521-3646
FTS 8-521-3581

Commodity Distribution Division
John H. Winters Building
200 E. Riverside—Room 124-A
Austin, Texas 78701
AC 512-475-3027
FTS 539-475-3027

SOUTHEAST REGION

State Department of Education
410 State Office Building
Montgomery, Alabama 36104
AC 205-832-3321

Food Distribution Office
Department of Health and Rehabilitative Services
Office of Central Operations Services
320 Riverside Avenue—P.O. Box 210
Jacksonville, Florida 32201
AC 904-354-3961 (Ext. 270)

Food Distribution Service
Department of Education
State Annex Building—Room 215
156 Trinity Avenue, SW
Atlanta, Georgia 30303
AC 404-656-2469

Division of Food Distribution
State Department of Agriculture
Capitol Plaza—Room 723
Frankfort, Kentucky 40601
AC 502-564-4387

State Department of Education
Walter Sillers State Office Building
Sixth Floor—P.O. Box 771
Jackson, Mississippi 39205
AC 601-354-6916

Food Distribution Division
N.C. Department of Agriculture
P.O. Box 27647—1033 Wade Avenue
Raleigh, North Carolina 27611
AC 919-733-7661

State Department of Education
Rutledge Building—Room 304
Columbia, South Carolina 29201
AC 803-758-2545

Commodity Distribution Section
Tennessee Department of Agriculture
P.O. Box 40627—Melrose Station
Ellington Agriculture Center
Nashville, Tennessee 37204
AC 615-741-1406

MID-ATLANTIC REGION

Food Service Branch
3535 V Street, NE
Washington, D.C. 20018
AC 202-576-7404 or 5

State Department of Education
P.O. Box 8717
Friendship International Airport
Baltimore, Maryland 21240
AC 301-796-8300 (Ext. 458)

Food Distribution Section
Division of Markets
Department of Agriculture
John Fitch Plaza—P.O. Box 1888
Trenton, New Jersey 08625
AC 609-292-5067 or 68/69

Donated Food Distribution
Office of General Services
Executive Department—Bldg. 21
State Office Building Campus
Albany, New York 12226
Com. AC 518-457-2919 or 2928
FTS 567-2919 or 2928

State Bureau of Government Donated Funds
Department of General Services
2221 Forster Street
P.O. Box 3361
Harrisburg, Pennsylvania 17125
AC 717-637-2940 or 41/42—FTS 787-2940 or 41/42—Com.

Food Distribution Services
State Department of Agriculture
203 North Governor Street—Room 200
Richmond, Virginia 23219
Com. 786-3936 or 5512
FTS (AC 804) 936-3936 or 5512

Division of Food Nutrition Programs
West Virginia Dept. of Welfare
1900 Washington Street, East
Charleston, West Virginia 25305
Com. 348-8290
FTS (AC 304) 885-8290

MIDWEST REGION

Food and Nutrition Programs Section of the Dept. of State Grants
I. L. Office of Education
100 North First Street
Springfield, Illinois 62777
AC 217-782-2491

State Dept. of Public Instruction
120 West Market Street—16th Floor
Indianapolis, Indiana 46204
AC 317-633-6613

State Department of Education
P.O. Box 30008
Lansing, Michigan 48909
AC 517-373-3347

State Department of Education
Capitol Square Building—Room 509
St. Paul, Minnesota 55101
AC 612-296-6986

State Dept. of Administrative Services
Division of Office Services
30 East Broad Street—40th Floor
Columbus, Ohio 43215
AC 614-466-5087

Bureau of School Services
State Dept. of Public Instruction
126 Langdon Street
Madison, Wisconsin 53703
AC 608-266-3509

Enrollment

Guideline. All participating youths must be enrolled. Enrollment includes the completion of the application form and the medical examination. A roster must be compiled with the name, age, sex, address, zip code and telephone number of each participant. This roster must be filed in the office of the Activity Director.

One aspect of a well-administered program is the proper enrollment of the participants. While most of the participants will be enrolled prior to the opening of the program or during the first three days, registration may

be continued throughout the year as new members come to the program.

ENROLLMENT PROCEDURE

Applications should be made available to the prospective participants well in advance of the opening of the program. The prospective participant should be encouraged to seek the opportunity to get a physical examination through the local health service agency that serves the community in which the individual qualifying for such services resides. Beginning the registration process early will provide lead time for taking advantage of such other services as may be available to the program. The National Guard or Military Reserve units might be available to administer physical examinations to the participants.

Even though three days of the total number of days allotted to the program might be utilized for enrollment and other procedures, under no circumstances should a participant be allowed to engage in the program activities prior to receiving a physical examination. During the enrollment process, adequate staff, facilities, supplies and equipment should be made available for processing the applicants.

ORIENTATION

The enrollment procedure should be followed by an orientation period. During this time, the staff members and participants are introduced to each other, and important information regarding the NYSP is made known to the participants. It is during this time that bus schedules, including locations of pick-up points, are issued. Rules and regulations pertaining to decorum while en route to and from the program as well as while on the site are made known. During the time of orientation, a schedule of activities should be shared with the participants, assignments and choices should be agreed upon and assignments to groups should be made.

Project Attendance

Guideline. If attendance consistently falls below the projected figure (80 per cent of the total enrollment), replacements must be enrolled promptly, and the Project Administrator shall inform the National Program Director of steps being taken to restore an effective project.

There are two questions pertaining to the NYSP that are commonly asked. One is, "How many individuals are served during the year?" The other is, "What was the average daily attendance?" Accurate, up to date attendance records, from which these answers must be derived, are extremely important. Likewise, the two questions asked are most significant, for the success of a program is primarily judged by the number of persons who attend on a regular basis.

SIGNIFICANCE OF ATTENDANCE

Regular attendance in the program is essential in order to derive the values and outcomes that accrue from participation. Programs must be planned which satisfy the interests and needs of the participants, for they are the ones which attract the most participation. It is the responsibility of each project to encourage regular attendance. Staff members must keep in mind that the program must be attractive each day in order for the participant to feel it worthwhile to come back the next day.

RECORD KEEPING

It is advantageous in a number of ways to have at hand information concerning the enrollees. This catalogued information gives one the opportunity to keep account of the number of individuals regularly served by the project. An accumulation of such records provides an index of the percentage of individuals benefiting from the program on a yearly basis. Information on the ages and sexes of the participants served may help in program planning, as well as in the assignment of workers. Well-kept records help in recalling names and facilitates the reporting of accidents. Furthermore, to have records of enrollments over a period of several years affords a comprehensive list of individuals served.

Records should be functional and practical, not time-consuming. Special care should be taken in preparing the forms to make sure that they can be filled out easily and quickly, yield the essential data desired, and facilitate the tabulation of data in summary form. Accurate, current and meaningful records are essential for good administration, and they should be systematically filed in a steel file in the activity director's office.

Carefully kept records are essential to the preparation of project reports, and only when a project can demonstrate that it has rendered a worthwhile service can it merit or expect continued support. This fact makes it necessary to keep accurate records of attendance, to take steps to promote attendance and to prevent needless or preventable absences.

FOLLOW-UP OF ABSENTEES

When a participant is absent, it is necessary to immediately ascertain the cause and take whatever steps necessary to remove it. Some methods of follow-up are:

LETTERS. Write letters of inquiry to the participants and/or the participants' parents.

TELEPHONE LOG. Keep a written record showing the date that the parent was called in an effort to ascertain why the participant has failed to attend on a regular basis.

VISITATION. Compile a record of home visitations in an effort to learn of the reasons for failure of the participant to attend on a regular basis.

Further, it may be necessary to seek the cooperation of the Advisory Committee, Community Action Agency or some other such group in promoting good attendance.

Equipment and Supplies

Guideline. The institution shall provide each enrollee with a T-shirt bearing an appropriate design. Enrollees should supply other personal gear: e.g., gym shoes and shorts. If an enrollee is unable to provide such equipment, the institution should strive to supply it for him. It is suggested that community and social agencies and local businesses be asked to assist in this regard.

Equipment for the projects consists of all durable materials, such as hurdles, basketball goals, and badminton or volleyball standards. Supplies are those items —such as tennis balls, volleyballs and baseball bats— which are expendable and need to be replaced more often. Proper equipment and supplies implement conducting the activities, and the activities that are to be offered should determine the equipment needed rather than the equipment determine what will be taught.

NEED FOR EQUIPMENT AND SUPPLIES

Equipment and supplies needed in a program will vary according to certain influencing factors. Some of these factors include: (1) the programs themselves and the activities that are being offered; (2) the facilities and playing spaces that are available; (3) the nature of the participants in regard to age, sex and numbers; and (4) provisions for the health and safety of the participants.

Under any circumstances, the equipment and supplies that will be needed should be anticipated and should be ordered and received well in advance of the start of the programs.

T-SHIRTS AND PERSONAL GEAR

While the institution provides the NYSP at no cost to the enrollee, it is necessary for the participants to supply their own personal gear, excluding the T-shirts. The T-shirts provide somewhat of a standardization of uniform which is highly desirable from the standpoint of establishing good identity and favorable morale.

When ordering the T-shirts, it is recommended that they be numbered so that the participants may easily identify their own.

Inasmuch as many NYSP participants are unable to acquire all of the personal items, such as tennis shoes, shorts, etc., which they are required to have, the institution should seek support from the following sources:

Private business concerns
Soft drink companies
Lost and found
Alumni groups
Mayor's Council on Youth Opportunity
Advisory Committee
Goodwill
Salvation Army

Medical Services

Guideline. (1) Screening: each enrollee must be examined prior to participation in sports activities. The procedure shall include examination of eyes, ears, nose, throat, teeth, heart, blood pressure and lungs, plus checks for ruptures, hernias, and obvious orthopedic defects. If they can be provided without additional cost to the NYSP, sickle cell tests, blood analyses and urinalyses should be included in the screening process. A youth should be excluded from a project only if participation would aggravate an existing injury or defect or constitute a threat to his life or health. (2) Treatment: medical treatment of injuries and illnesses occurring during the program is required, and such services shall be provided on the same basis as they are provided to enrolled students of the institution. (3) Referral: a youth's family and the appropriate health agency must be informed of any health problem discovered during the screening process or during the course of the project. (4) Follow-up: when a health problem is discovered, the institution shall pursue the matter until the

problem receives proper treatment, or until all reasonable opportunities for such treatment have been exhausted. Institutional responsibility for pre-existing medical problems, or for problems unrelated to NYSP participation, ends with the conclusion of the project.

Literature and research on poverty frequently stress the existence of serious health problems in depressed areas. For low-income families, public health statistics generally confirm the increased incidence of gross organ deficiencies such as dental problems, defective vision, and impaired hearing. The residents of the racial ghetto are significantly less healthy than most other Americans. They suffer from higher mortality rates, higher incidence of major diseases, and lower availability and utilization of health care services. Despite the high cost of medical services, a number of NYSPs are able to obtain a variety of services free of charge, or at a cost well under the amount allowed in the budget.

UNIVERSITY-AFFILIATED FACILITIES AND STAFF

Most NYSPs use some type of university-affiliated facility and staff, often at no charge or at a very reasonable charge to the program. As a general rule, those that are able to use interns seem to escape with the least expense. At the same time, their examinations do not seem to be any less thorough.

PRIVATE DOCTORS

Although private doctors are highly paid professionals, many will and do volunteer their services to the NYSP. To simplify arrangements, you may be able to work through an association of alumni physicians, or perhaps through an active alumnus who is a physician.

NATIONAL GUARD OR MILITARY RESERVE

National Guard or Military Reserve units may be able to provide, on a volunteer basis, doctors who are fulfilling their active duty obligation in the summer. If contacted early, they will be in a better position to develop a schedule which will cover your needs.

COMMUNITY HEALTH SERVICES

Many communities offer a wide range of health services sponsored by city, state, or federal governments, private organizations, or a combination of these. Among these are the Community Health Services sponsored by the U.S. Department of Health, Education and Welfare (*See* Table IV). The mayor's office or city health department, or the local communication action agency should be able to provide information on valuable facilities.

FOLLOW-UP

In informing parents of medical problems uncovered by the physical examinations, programs are responsible for providing information on facilities that are available to them and informing the appropriate agencies. Some are able to locate free services for participants and to make appointments for them, while others actually take the children to a health facility or doctor for appropriate treatment, or provide it on campus through a university health service or hospital.

TABLE IV—COMMUNITY HEALTH CENTERS

All of the centers listed directly or indirectly provide a range of services which meet the great majority of daily needs of its target population. At a minimum these include prevention, diagnostic, therapeutic, and general health maintenance. The target population generally consists of the residents of a specified geographic area. Some programs are specifically directed at the lower income portion of the population; others seek a cross-section of residents and render charges based on the ability to pay.

ALABAMA

Health Services, Inc.
1000 Adams Avenue
Montgomery, Alabama 36104

ARIZONA

El Rio Santa Cruz Neighborhood Health Center
839 West Congress
Tucson, Arizona 85721

ARKANSAS

Jefferson Comprehensive Care Center, Inc.
1515 W. 42nd Avenue
Pine Bluff, Arkansas 71603

CALIFORNIA

North East Medical Services
1490 Mason Street
San Francisco, California 94133

Watts Health Foundation
2051 East 103rd Street
Los Angeles, California 90002

Kaiser Foundation Health Plan, Inc.
1697 AlaMoana Blvd.
Honolulu, Hawaii 96815

Outpatient Improvement Program
San Francisco General Hospital
1001 Potrero Avenue
San Francisco, California 94110

Ambulatory Health Center South-east San Francisco
5015 Third Street
San Francisco, California 94124

Community Health Foundation—East Los Angeles
3945 Whittier Blvd.
Los Angeles, California 90023

Group Health Service Plan
3017 J Street
Sacramento, California 95816

LaClinica de la Raza, Inc.
1501 Fruitvale Avenue
Oakland, California 94601

Mission Neighborhood Health Center
240 Shotwell Street
San Francisco, California 94110

COLORADO

Denver's Neighborhood Health Program
Eastside Neighborhood Health
2902 Welton Street
Denver, Colorado 80205

Westside Neighborhood Health Center
990 Federal Boulevard
Denver, Colorado 80204

San Luis Valley Health Maintenance Org. Inc.
216 Victoria Avenue
Alamosa, Colorado 81101

DISTRICT OF COLUMBIA

Georgetown University Community Health Plan, Inc.
601 Edgewood Street, N.E.
Washington, D.C. 20017

Community Group Health Foundation, Inc.
3020 14th Street, N.W.
Washington, D.C. 20012

East of the River Health Association, Inc.
5929 East Capitol Street, S.E.
Washington, D.C. 20019

FLORIDA

Economic Opportunity Family Health Center, Inc.
5601 N.W. 27th Avenue
Miami, Florida 33147
7200 N.W. 22nd Avenue
Miami, Florida 33147

South Dade Community Health Center
10300 S.W. 216 Street
Miami, Florida 33190

Clinica Campensia
Homestead, Florida 33030

Clinica Borinquen
161 N.W. 29th Street
Miami, Florida 33127

GEORGIA

Atlanta Southside Comprehensive Health Center Policy, Inc.
1039 Ridge Avenue, S.W.
Atlanta, Georgia 30315

University Center Community Health Plan, Inc.
868 York Avenue S.W.
Atlanta, Georgia 30310

HAWAII

Kaiser Foundation Health Plan, Inc.
1697 AlaMoana Blvd.
Honolulu, Hawaii 96815

ILLINOIS

Mile Square Health Center, Inc.
2045 West Washington Blvd.
Chicago, Illinois 60612

Greater Lawndale Conservation Commission
3312 W. Grenshaw Street
Chicago, Illinois 60624

Mid-South Health Planning Organizations, Inc.
501 E. 43rd Street
Chicago, Illinois 60609

Claretian Medical Center of South Chicago
2945 E. 91st Street
Chicago, Illinois 60617

INDIANA

Metropolitan Health Council of Indianapolis, Inc.
3000 Meadows Parkway
Suite 100
Indianapolis, Indiana 46205

East Side Promise, Inc.
1621 E. New York Street
Indianapolis, Indiana 46202

KENTUCKY

Park-Duvalle Neighborhood Health
1817 South 34th Street
Louisville, Kentucky 40211

Health Care of Louisville, Inc.
1809 Standard Avenue
Louisville, Kentucky 40210

Hunter Foundation for Health Care, Inc.
190 North Upper Street
Lexington, Kentucky 40507

LOUISIANA

Desire/Florida Health Center
2727 Louisa Street
New Orleans, Louisiana 70126

MARYLAND

East Baltimore Medical Plan
1021 Aisquith Street
Baltimore, Maryland 21202

North Central Baltimore Health Plan
1600 East 32nd Street
Baltimore, Maryland 21218

Kirk Avenue and 22nd Street
Baltimore, Maryland 21218

5220 York Road
Baltimore, Maryland 21218

Constant Care Community Health Center
1153 Mondawmin Concourse
Baltimore, Maryland 21202

Northwest Health Services, Inc.
4901 Park Heights Avenue
Baltimore, Maryland 21215

Baltimore City Health Department
111 North Calvert Street
Baltimore, Maryland 21202

MASSACHUSETTS

South Cove Community Health Center
885 Washington Street
Boston, Massachusetts 02111

Neponset Health Committee, Inc.
398 Neponset Avenue
Dorchester, Massachusetts 02122

North End Community Health Committee, Inc.
332 Hanover Street
Boston, Massachusetts 02113

Mission Hill-Parker Hill Center
1575 Tremont Street
Roxbury, Massachusetts 02120

Columbia Point Health Center
320 Mount Vernon Street
Dorchester, Massachusetts 02125

Roxbury Comprehensive Community Health Center, Inc.
435 Warren Street
Roxbury, Massachusetts 02119

MICHIGAN

Blue Cross/Blue Shield of Michigan
600 E. Lafayette
Detroit, Michigan 48226

United Health Services, Plan, Inc.
1531 Plymouth Road
Detroit, Michigan 48204

Bruce Douglas Health Center
1151 Taylor
Detroit, Michigan 48202

MISSISSIPPI

Madison-Yazoo-Leake Family Health Center
Canton, Mississippi 39046

Central Mississippi Civic Improvement Association, Inc.
P.O. Box 3437
2875 Delta Drive
Jackson, Mississippi 39207

MISSOURI

Model Cities Health Corporation of Kansas City
2310 East Linwood Blvd.
Kansas City, Missouri 64109

Wayne Miner Neighborhood Health Center, Inc.
825 Euclid
Kansas City, Missouri 64124

Yeatman Health Care Program
Yeatman Medical Center
2730 North Grand Avenue
St. Louis, Missouri 63122

Union Sarah Center
4731 Delmar Blvd.
St. Louis, Missouri 63108

St. Louis Comprehensive Neighborhood Health Center, Inc.
5471 Dr. Martin Luther King Dr.
St. Louis, Missouri 63112

NEBRASKA

Community Plaza for Human Resources

4601 North 36th Street
Omaha, Nebraska 68111

NEW MEXICO

Albuquerque Family Health Center
1700 Sanford, S.W.
Albuquerque, New Mexico 87105

NEW YORK

N.E. Neighborhood Association Health Council, Inc.
279 East Third Street
New York, New York 10009

Hunts Point Multi-Service Health Center
661 Cauldwell Avenue
Bronx, New York 10455

Jewish Hospital and Medical Center of Brooklyn
555 Prospect Place
Brooklyn, New York 11238

The Mid-Westside Neighborhood Health CoCouncil
160 W. 100 Street
New York, New York 10025

Sunset Park Neighborhood Health
150 55th Street
Brooklyn, New York 11220
5616-18 6th Avenue
Brooklyn, New York 11220
412 51st Street
Brooklyn, New York 11220

Comprehensive Family Care Center
1175 Morris Park Avenue
Bronx, New York 10461

The Community Board of Martin Luther King Jr. Health Center
3674 Third Avenue
Bronx, New York 10456

South Brooklyn Health Center
120 Richards Street
Brooklyn, New York 11231

Taino Towers Neighborhood Center
2367 First Avenue
New York, New York 10035

Charles Draw Neighborhood Health Center, Inc.
425 Howard Avenue
Brooklyn, New York 11223

Bedford-Stuyvesant Restoration Corp.
1368 Fulton Street
Brooklyn, New York 11216

Church Charity Foundation of Long Island
480 Herkimer Street
Brooklyn, New York 11213

Union Settlement Association, Inc.
Settlement Health and Medical Services
237 East 104 Street
New York, New York 10029

Chinatown Action for Progress, Inc.
22 Catherine Street
New York, New York 10038

Neighborhood Health Centers of Monroe County, Inc.
360 East Avenue
Rochester, New York 14604

NORTH CAROLINA

Lincoln Community Health Center
P.O. Box 427
Durham, North Carolina 27702

OHIO

Cincinnati Health Department
3101 Burmet Avenue
Cincinnati, Ohio

Hough-Norwood Family Health Care Center
1465 East 55th Street
8300 Hough Avenue
Cleveland, Ohio 44103

Cleveland Community Health Network, Inc.
3101 Euclid Avenue, Suite 303
Cleveland, Ohio 44115

OKLAHOMA

Tulsa Neighborhood Comprehensive Health Services, Inc.
603 E. Pine Street
Tulsa, Oklahoma 74106

OREGON

Project Health, Health Care
3221 S.E. 50th Avenue
Portland, Oregon 97213

Crosn Plaza Building
1500 S.W. First
Portland, Oregon 97231

PENNSYLVANIA

Comprehensive Health Services Plan, Inc.
3450 North 17th Street
Philadelphia, Pa. 19140

2539 Germantown Avenue
Philadelphia, Pennsylvania

South Philadelphia Health Action, Inc.
1015 Chestnut Street, 2nd Floor
Philadelphia, Pennsylvania 19107

South Philadelphia Community Corporation
900 South Street
Philadelphia, Pennsylvania 19107

Children's Clinic of Chester
9th and Potter Streets
Chester, Pennsylvania 19013

Primary Health Care Services, Inc.
7227 Hamilton Avenue
Pittsburgh, Pennsylvania 15208

Rural Health Corporation of NE Pennsylvania, Inc.
116-118 South Main Street
Wilkes Barre, Pennsylvania 18701

TENNESSEE

North Memphis Community Health Center
278 Greelaw Avenue
Memphis, Tennessee 38104

Collins Chapel Clinic
401 Ayers Street
Memphis, Tennessee 38105

Memphis Health Center, Inc.
374 East H. Crump Blvd.
Memphis, Tennessee 38126

Matthew Walker Comprehensive Health
1501 Herman Street
Meharry Medical College
1008 18th Avenue, North
Nashville, Tennessee 37208

TEXAS

Los Barrios Community Clinics, Inc.
3201 Herbert Street
Dallas, Texas 75212

University of Texas Health Science Center of San Antonio
c/o Department of Family Practice
7703 Floyd Curl Drive
San Antonio, Texas 78284

WASHINGTON

Central Seattle Community Health Centers
401 Maynard Street South
Seattle, Washington 98104

Community Health Board of Seattle
172-20th Avenue
Seattle, Washington 98122

Seattle Indian Health Board
USPHS Hospital, Box 106
1122 12th Avenue South
Seattle, Washington 98502

Staff

Guideline. Each staff shall have a nucleus of trained professionals—such as coaches, physical education instructors and intramural supervisors—to be assisted by student-athletes and others competent to supervise youth sports activities. A full-time liaison officer shall be employed to assist in such tasks as recruiting, record-keeping, counseling and community relations, including consultation with the local advisory committee (*See* Community Participation). The liaison officer shall devote a significant portion of his/her time to identifying materials, teaching aids and community resources which can be employed to assure an interesting and informative enrichment program.

It is required that each project employ an RN, LPN, or athletic trainer (NATA) to assist in medical examinations and treatment and to coordinate medical referrals and followup.

Each project should attempt to recruit a staff sensitive to the needs and problems of its enrollees. The staff should reflect, as closely as possible, the racial makeup of the participants and should take into consideration the proportion of the boys and girls in the project.

The project administrator may delegate authority for day-to-day project supervision to an activity director, but he shall retain responsibility for project performance and compliance with these guidelines.

The project shall provide maximum feasible employment opportunities in all staff categories for qualified poor residents of the target area who meet Community Services Administration Poverty Guidelines regarding family income. We encourage institutions to employ trained professionals who reside or work within the target area in the program, but their employment does not fulfill the goal of attempting to provide employment opportunities for disadvantaged residents of the target area.

The single most important quality of NYSP staff members, to augment their expertise in sports, is the ability to communicate and establish a rapport with the program's participants. Previous work experience with underprivileged children, ethnic background, or economic and social background may be quite important considerations, to the extent that they contribute to or enhance the establishment of an atmosphere of mutual respect and confidence.

The two primary sources of staff in NYSP are the university community and the public school system. Several projects also utilize neighborhood centers and housing projects in a variety of ways, including staffing, many have been able to take advantage of such Federal programs as College Work-Study and Comprehensive and Training Act. Several projects have successfully brought former participants into the program in a variety of staff functions.

UNIVERSITY COMMUNITY

The university community generally provides professional instructors of sports from the athletic or physical education departments. College instructors, postgraduate students in physical education, and undergraduates are often used as instructors or counselors, depending on the structure of the program. Teacher-training institutions may find it particularly helpful to devise methods of maximizing the use of postgraduate and undergraduate students in view of the experience they will gain for use in their intended careers. Such a system may require much closer monitoring of performance by the project administrator and other supervisory staff.

NYSP institutions have reported both positive and negative experiences in their use of the university's personnel. A professional or student with a high degree of expertise in his field may not always be able to communicate with young children from a totally different background. Where two-way communication is possible, however, much is to be gained. As the university's staff is in a sense an extension of the university, the establishment of a bridge between it and the participants may make the university experience that much more real for the participants.

PUBLIC SCHOOL SYSTEM

Public school personnel often are recruited for use in the program as instructors or counselors. School nurses are often hired for liaison positions. Heavy recruitment of public school personnel offers the advantage of staff with experience in working with children of similar ages and backgrounds as the participants. In many cases, participants will be attending the schools in which NYSP staff teach during the school year, and staff can readily maintain year-round contact with their participants. The positive, voluntary nature of participation in the NYSP tends to build more favorable relationships between project staff and participants than might otherwise develop between teachers and students; these good

relationships will likely carry through into the school year. School nurses can carry out liaison and follow-up on a year-round basis when required.

RECRUITMENT OF LOWER-INCOME TARGET AREA RESIDENTS

This has been accomplished primarily through neighborhood centers and housing projects, and through the hiring of former participants and other high school students. Neighborhood centers and housing projects, often used as pickup points for buses, have in many cases provided bus monitors at a low cost or as volunteers. In some programs, persons provided by these local sources have been brought into the program as valuable assistants to instructors or counselors. CETA workers and high school students have generally been utilized as bus monitors, equipment runners and as assistants to counselors or instructors. Projects increasingly are using former participants, primarily as assistant counselors or counselor-trainees.

HIRING OF QUALIFIED DISADVANTAGED RESIDENTS

Each program should make a concerted effort to recruit and employ qualified members from within the disadvantaged program area to be served. Subprofessional positions, such as maintenance, clerical and leadership aid positions, when filled by the disadvantaged, can offer more than just an opportunity for employment. By working on the staff of the NYSP and cooperating closely with the professional positions, subprofessionals can develop an awareness of the goals of the program and greatly assist in reaching these goals.

NYSP employment openings should be publicized in areas where the disadvantaged live.

FEDERAL PROJECTS

Two Federal programs which may help you with your staffing are the Comprehensive Employment and Training Act and the College Work-Study Program.

Comprehensive Employment and Training Act

The Comprehensive Employment and Training Act of 1973 (CETA) has the stated purpose of providing job training and employment opportunities for the economically disadvantaged, unemployed and underemployed persons, and to assure that training and other services lead to maximum employment opportunities.

For those areas with less than 100,000 population, it is important that each project administrator write to the regional office of Employment and Training Administration, inasmuch as there might be the possibility of still attaining CETA assistance. Some communities of less than 100,000 have formed consortia, thereby making them eligible for CETA.

Programs located in communities of 100,000 or over should locate the local prime sponsor for assistance to their program.

Title I of CETA has as its purpose to improve the work skills of people who have a difficult time finding a job because of poor education, racial discrimination, or other social or economic reasons.

Funding goes to state and local governments of at least 1,000,000 in population.

Services include recruitment of trainees, testing and counseling, classroom and on-the-job training, training on the worksite (work experience), public service jobs, support services including transportation, child care, family planning, legal aid, etc.

Residents of the prime sponsor's area who are economically disadvantaged, unemployed or underemployed are eligible. Economically disadvantaged means 70 per cent of the lower living standard budget as established by the Bureau of Labor Statistics. In urban areas this means an income of $6,000-$7,000 a year.

People in Title I programs can receive cash allowances of wages that are higher than either the federal or state minimum wage.

Title III of CETA programs are national in scope and concentrate on employment problems of specific population groups. Programs are administered either by state or local governments, community groups, national or local nonprofit organizations and civil rights groups. These organizations receive national contracts from the Department of Labor.

Urban area CETA prime sponsors have a special interest in youth programs because of the high rate of youth unemployment.

Approved in August 1977, the Youth Employment and Demonstration Project Act authorizes a variety of programs for youngsters who are still in school and out of school. The programs are to help youths prepare for jobs or to help them gain vocational skills and finish their education.

Funds are distributed to CETA Sponsors, national organizations and federal agencies to provide work experience, vocational training, guidance and career counseling for youngsters between the ages 16-21 from low-income families.

Each year the Labor Department distributes funds to cities and other local governments to provide summer jobs for youths. (*See* Table V.)

College Work-Study Program

The College Work-Study Program is a program of grants to eligible educational institutions (such as colleges and universities, business colleges and vocational schools) to enable them to provide expanded part-time employment opportunities for their eligible students. Such employment may include work for the institution itself, or work in the public interest arranged by the institution with a public or private nonprofit organization. Approximately 2,000 institutions participate in the program.

Part-time employment under the program may include work of up to 40 hours a week during those weeks when a student's regular classes are not in session. When

a student is attending classes full-time, he is limited to working an average of 15 hours a week.

The share of a student's earnings paid for by work-study program federal funds is limited to 80 per cent of his salary.

ORIENTATION

A well thought out orientation program can do much toward overcoming potential problems before they occur. A successful orientation requires a careful self-analysis of your resources, their limitations, and ways to maximize your effectiveness.

In addition, you should prepare a checklist of administrative matters covering all aspects of the program in advance of your orientation session. This checklist should be distributed and discussed during orientation. This may save you considerable time and confusion once the program has begun.

STAFF MEETINGS

Most programs involve informal contact among staff members on a daily basis, and weekly formal staff meetings. Directors usually provide a daily memorandum covering activities planned for the day and a review of items of interest from the previous day, as well as important policy issues, etc.

APPRAISAL OF STAFF

The best way for the project administrator and/or the activity director to assess the performance of staff members is through personal observation. His supervisory responsibilities requires that he observe the various individuals on his staff conduct activities from time to time. The new staff members especially need to be observed frequently. He will, of course, be well aware of the professional preparation and experience of his associates; but in the appraisal of staff there is no substitute for actually seeing them in action.

Through normal association with his fellow workers, the director will gain many impressions of his colleagues. He should be aware of such factors as personal appearance, punctuality, thoroughness, attention to detail, cooperativeness and professional attitude.

The director gets information concerning his staff from a variety of sources, including participants, parents, other staff members and citizens in the community.

Directors should solicit the opinions of participants concerning staff members through the use of questionnaires.

TABLE V—EMPLOYMENT AND TRAINING ADMINISTRATION

U.S. Department of Labor

REGIONAL OFFICES

(Address Correspondence to Director)

REGION 1

(Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)

Room 1707, John F. Kennedy Bldg.
Government Center
Boston, Massachusetts 02203
(617) 223-6439 (Use same 7-digit number for FTS)

REGION 2

(New York, New Jersey, Puerto Rico, Virgin Islands)

1515 Broadway
Room 3713
New York, New York 10036
(212) 399-5445

REGION 3

(Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia)

P.O. Box 8796
Philadelphia, Pennsylvania 19101
(215) 596-6346 (Use same 7-digit number for FTS)

REGION 4

(Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee)

1371 Peachtree St. NE, Room 405
Atlanta, Georgia 30309
(404) 881-4411
FTS 285-3267

REGION 5

(Illinois, Indiana, Minnesota, Michigan, Ohio, Wisconsin)

230 S. Dearborn Street
Chicago, Illinois 60604
(312) 353-0313

REGION 6

(Arkansas, Louisiana, New Mexico, Oklahoma, Texas)

555 Griffin Square Bldg., Room 317
Griffin and Young Streets
Dallas, Texas 75202
(214) 749-2841 (214) 749-1578
(Use same 7-digit number for FTS)

REGION 7

(Iowa, Kansas, Missouri, Nebraska)

Executive Assistant
Federal Bldg., Room 1000
911 Walnut Street
Kansas City, Missouri 64106
(816) 374-3796

REGION 8

(Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming)

1961 Stout Street
Denver, Colorado 80294
(303) 837-3031 Information: (313) 837-4671
FTS 327-3031

REGION 9

(Arizona, California, Guam, Hawaii, and Nevada)

Federal Bldg., 450 Golden Gate Avenue
P.O. Box 36084
San Francisco, California 94102
(415) 556-7414

REGION 10

(Alaska, Idaho, Oregon, Washington)

Room 1145, Federal Bldg.
909 First Avenue
Seattle, Washington 98174
Referral Number (206) 442-5570
FTS 399-5570

Insurance

Guideline. The following insurance coverages are mandatory for all institutions: (1) Accident-medical-dental insurance protecting participating youths and project staff, $10,000 per person for accidental death and dismemberment, up to a maximum of $7,500 per person for accident medical expense, and up to $200 per occurrence for accident dental expense. (2) Bodily injury liability and property damage liability insurance protecting participating institutions and the NCAA; up to a maximum of $300,000 per occurrence for bodily injury liability and up to $100,000 per occurrence for property damage liability ($100 per claim deductible on both bodily injury and property damage liability).

Arrangements have been made by the NCAA to purchase these coverages on behalf of participating institutions. The cost is as follows: Accident-medical-dental insurance: three cents per participant, per day. Bodily injury and property damage liability insurance: $250 per institution for the summer program, and $118 per institution for the winter program.

To be covered by the accident-medical-dental insurance, the participating institution must enroll in the plan by completing the enrollment form furnished by the insurance company. An enrollment form will be enclosed with each application for participation in the NYSP. Completion of an enrollment form is not required to obtain the liability insurance coverage.

Institutions may purchase insurance locally, provided they can obtain equal or superior coverage at the same or lower cost. If insurance is obtained individually by an institution, it must be submitted to the NCAA office for written approval, and if it is found that the insurance does not meet the above minimum standards, the institution will be enrolled in the NCAA-approved plan and the cost of individually obtained insurance will be disallowed.

Because of the vigorous nature and broad scope of the sports activities that are offered in the NYSP, it is general knowledge that accidents resulting in injury to the participants might occur. Effort should be put forth to prevent or at least to reduce the frequency of accident. Negligent behavior should be avoided at all times. It is difficult to have all to carry out assignments without being negligent but this should be the objective.

AVOIDING NEGLIGENCE

One of the best ways to avoid negligence is to always apply the rules of safety. Since negligence implies failure to act as a reasonably prudent and careful person, necessary precautions should be anticipated and common sense should be used at all times.

ACCIDENT REPORTS

No matter how careful the staff may be, some accidents will occur. When they do, channels for expeditious handling of the injured should be well-defined in advance and the involvement of physician, ambulance and hospital admission clearly understood by all concerned.

It is the obligation of the program authorities to promptly report any accident. A delay in reporting an accident may make the investigation, prompt settlement or defense of a claim much more difficult if not impossible. Accident reports should include all pertinent information such as name and address of the participant, activity in which the injury occurred, date, time, place, person in charge, witnesses, first aid or medical treatment provided and the circumstances surrounding the accident.

Application and Reporting Procedures

Guideline. (1) Interested institutions shall complete in detail the application for participation form. Applications must contain items such as projected average daily attendance, budget request, and proposed program content, facilities, staff schedule, etc.

(2) Applications are to be submitted to the NCAA, Box 1906, Shawnee Mission, Kansas 66222, for consideration and action by the NYSP Advisory Committee.

(3) Participating institutions are required to submit three reports on the June-September portion of the project: a midterm attendance report, a final attendance report and an interim financial report. The midterm attendance report must be submitted at the midpoint of the summer project. The final attendance report must be submitted within 10 days following the end of the summer project.

Three reports also are required on the September-May portion of the project. The first (midterm attendance report) is to be submitted on December 31, and the other two (final financial and attendance reports) are to be submitted within 60 days following the end of the project.

All reports shall be made on prescribed forms and forwarded to the NCAA.

(4) Every institution must file all reports on time. Final payment will not be made until all reports have been received and approved.

Program direction and control, including institution selection, approval of proposed projects, responsibility for program detail and project execution by participating institutions, is the responsibility of the NCAA.

In that a considerable amount of planning is necessary in connection with approval of programs, it is essential that the proper procedure be followed relative to making application for programs and relative to reporting by the participating institutions.

COMPLETING THE APPLICATION FORM

The most important considerations here are timeliness and thoroughness. To ensure adequate coverage of important elements, remember that your request should build from the justifications for funding based on fulfilling a community need to serve economically disadvantaged youth. The national program director will provide you with the necessary forms and other documents to be used in applying for the NYSP.

REPORTS

Each project must submit reports as outlined in the guidelines on the accomplishments of the NYSP to the Director of the program on the dates indicated. The project administrator is required to give a report of his stewardship over the funds entrusted to him. Carefully kept records are essential to the preparation of program reports, without which the national office cannot appraise or evaluate the services rendered. Intelligent planning for future NYSPs must be based upon an analysis of existing conditions and needs which can be determined only as adequate data are available.

Transportation

For the many NYSP projects that must provide transportation for participants to and from the program, the expenses of such transportation often constitute a substantial portion of their budgets. In view of the large number of potential sources of transportation, as well as its high cost to you on a direct paying basis, it may be worth your while to make several contacts in an effort to reduce your expenses.

Since the mayor's youth coordinator, city recreation department, model cities director and community action agency may each be involved in coordinating or providing transportation for summer programs, each should be contacted for possible assistance.

DIRECT SOURCES

There is a broad range of possibilities you might investigate. Where public school buses can be made available, they may prove to be the least expensive transportation available. City public transit systems, where they still exist, may have reduced charter rates for which your program may be eligible. Private bus companies will probably be your most expensive source; unfortunately, in some cases they may be the only ones who can fill your needs. But there are still other courses that may be able to help:

Suburban and parochial school buses: These buses are generally under-utilized in the summer and might be obtained at a low rate, or possibly as a volunteer community effort by their parent agency.

University buses: While your university may not have adequate buses for your purposes, other neighboring universities or colleges may have the resources you need.

Private youth organizations and religious groups: Private organizations such as the YMCA and Boys' Club may have transportation resources that are not in use at the times you would be needing them. Churches may have a bus or two

parked behind the church for the duration of the summer.

Military transport: A Department of Defense directive authorizes the use of military vehicles for appropriate community purposes. Contact with the commander of local military installations may produce assistance. However, assistance will be limited and should not be counted on to solve the problem.

Voluntary organizations: In many communities voluntary organizations resources, such as the Red Cross Motor Service, might be of some assistance.

Programs for the Handicapped

No qualified handicapped person shall be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination in any NYSP project. All aids, benefits and services, to be equally effective, are not required to produce the identical result or level of achievement for handicapped and nonhandicapped persons; but they must afford handicapped persons equal opportunities to obtain the same result, to gain the same benefit or to reach the same level of achievement in an integrated setting.

The problems of handicapped children have challenged the interest of concerned people and have stimulated a considerable amount of research, discussion and definite programs of action.

There is a rapidly growing body of literature on handicapped children and their problems in today's social and economic setting.

Handicapped boys and girls have the same drives, feelings, emotions and needs for physical activity as their nondisabled peers and contemporaries. Too many of these children do not receive adequate opportunities to participate in a well-rounded sports program and movement activities suited to their needs, interests and abilities.

NYSPs are encouraged to include diverse activities for handicapped enrollees. These children are aware of sports and athletic activities, opportunities and experiences provided by such projects as the National Youth Sports Program. Handicapped children want, need and deserve chances to participate in sports and related activities.

A well-constructed and carefully conceived program for the handicapped can provide these children with opportunities for new experiences, enabling them to extend their horizons and make them feel more a part of the total community.

The more ingenuity that programs use in presenting a varied program of sports and related activities, the greater the chance that handicapped children will find activities in which they can succeed, achieve and have fun—and the more they will feel like one of the gang.